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ABSTRACT

This model, developed to establish standards for effective detention home education, is based on results of a questionnaire sent to staff members of 45 youth homes in Illinois, Indiana, Iowa, Michigan and Wisconsin. The model covers seven aspects of youth home education: (1) purpose, (2) target persons, (3) personnel, (4) program, (5) procedures, (6) building design, and (7) budgetary matters. The model is designed to serve homes providing secure detention only and those providing both secure detention and residential treatment. (Author/JC)

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A MODEL EDUCATION PROGRAM FOR JUVENILE
DETENTION HOMES IN THE UNITED STATES

by

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Finally, a very special word of appreciation should be given to members of my family: to my wife, Jennie, for her encouragement, interest, proofreading, and willingness to postpone other goals in order that this dissertation might become a reality; to my son, four daughters, and some sons-in-law for their interest in my study. One daughter, Deborah Robinson, spent many hours tabulating data and typing manuscript copy.

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CHAPTER I

INTRODUCTION

The present study developed out of seven years of experience which the author has had in the field of detention home education. This experience included the responsibility for developing an educational program in a new facility with the only guidelines immediately available being the helpful ideas and advice of educators in a juvenile detention home of an adjoining county. There was no available model for educators in this field to follow.

In 1972 Thomas Hughes did a dissertation study entitled, A Study of the Educational Program that Exists for Juveniles Detained in Detention Homes in the United States. Until that time, little had been done to gather information about the kind of education being given in the juvenile detention homes in the United States. Sherwood Norman of the National Probation and Parole Association had written Detention Practice in 1960 which gave a brief description of what was being done educationally in a few selected facilities. It was Hughes' study, however, which filled a void in providing statistical information regarding seven aspects of juvenile detention home education. These aspects are: target persons, personnel, procedures, programs, facilities, budgets, and time.

Purpose of the Study

A need existed to go beyond a description of existing conditions to establish a standard of effective juvenile detention home education. This study was undertaken to construct such a model for educators to consult whether they are (1) setting up a juvenile detention home program for the first time, or (2) seeking to upgrade the quality of an existing program.

Statement of the Problem

The problem was to construct an educational model for juvenile detention homes. The problem posed the following subproblems:

- 1) to identify basic components of what an educational program ought to be.
- 2) to formulate a questionnaire which would gather the needed data from administrators and educational personnel in selected detention facilities.
- 3) to validate the questionnaire.
- 4) to gather data from personnel in selected facilities as to what standards are needed in each of the identified components.
- 5) to construct a tentative model and to obtain critical feedback.
- 6) to finalize the model.

Assumptions and Delimitations

The assumption was made in this study that a model built on data gathered from personnel in facilities in five mid-western states would be one very likely to be applicable to similar homes in other states. It was decided, therefore, to delimit this study to juvenile detention homes in the states of Illinois, Indiana, Iowa, Michigan and Wisconsin.

Definitions

The term "detention" refers to the juvenile court practice of temporarily holding a juvenile in a physically restricting environment. Sherwood Norman (1960, p.1) states:

Its traditional purpose has been to hold children in custody until the court has time to investigate and act. This storage concept dominates the detention of children throughout the United States today.

Each state has its own juvenile court laws which define the conditions under which a child may be detained. In Illinois, the Juvenile Court Act provides that a juvenile may be detained when at least one of the following criteria are met:

1. he/she is a threat to him/herself.
2. he/she is a threat to the community (persons or property).
3. he/she is likely to flee the jurisdiction of the Court.
4. he/she is named on a warrant issued for his/her apprehension.

Hughes (1972, p.2) indicated that the Juvenile Court system developed as a result of a "concept of governmental benevolence toward youth, an exemption of youth from criminal responsibility." Separate confinement, hearings, and probation became the accepted practice. Hence, the need for detention facilities. Hughes (1972, p.1) reports that the first juvenile detention home was an old house remodeled for the purpose by the Illinois Industrial Association. It came into existence with the establishment of the first juvenile court in the United States in Cook County, Illinois in 1899.

Today, there are over 300 facilities for juveniles in the United States. They are called by such names as Juvenile Halls (in California), Juvenile Detention Centers, Juvenile Homes, Youth Study Centers, and Youth Homes. All of these have been referred to in this study as "Juvenile Detention Homes."

Because many of the boys and girls detained are below the legal age for dropping out of public education, a major feature of every detention facility's program is education. In this study, "education program" refers to that phase of a juvenile detention home's total program which is called "school" and which involves the services of teachers.

For a number of years the philosophy of the juvenile justice system dictated that the sole function of a juvenile detention home was to provide secure detention only. This

meant that a detention home was to provide secure custody for however long it took for the court to be able to find appropriate placement elsewhere. However, because of the difficulty in finding suitable placements for detained youth, there has developed in some facilities, in recent years, the concept of providing residential treatment along with secure detention.

By "residential treatment," as it applies to these facilities, is meant a program whose aim and purpose is to affect change in the attitudes, behavior, and social adjustment of youths placed in it by the Court for a relatively short time (possibly up to 9 months). Though of a relatively short duration compared to some placements, a youth's residence in such a detention facility is seen as less temporary in nature than a youth's residence in a home providing only secure detention. Because educational programs might conceivably need to be different in the two types of institutions, a distinction has been made, in this study, between homes which provide "secure detention only" and homes which provide "both secure detention and residential treatment."

CHAPTER II

RELATED LITERATURE

Literature Dealing with Characteristics and Needs of Detention Home Residents

The literature supports the conclusion that many detention home residents are academically retarded and are negative about school. Costello (1949, p.171), while writing about schools specifically for delinquents, described accurately many of the students coming into a detention home school:

Education in a school for delinquents presents a special problem. The students have a deep-seated hatred for school. For the most part, they are badly retarded scholastically, and they are literally afraid of school. They associate most of their previous failures with their school experiences. This means that the institution's school must be different if it is going to catch hold.... Teachers in schools for delinquents must be persons who can be comfortable working with the public school failures. They must be able to accept the fact that their students are retarded (that is, culturally and educationally) and their job is to try to rebuild in the pupil confidence in his ability to learn.

Hardy and Cull (1974, p.17) suggested that schools themselves are a contributor to delinquency. They stated, "If delinquency is born and nurtured anywhere, it would be a reasonably good assumption to look to school as the place."

The Gluecks (1952, p.74), in their study, reported that two times as many delinquents as nondelinquents were two or

more years behind the proper grade for their age.

Slower progress through the grades, poor scholarship, fewer preferences and more marked dislikes for certain subjects, as well as greater erraticism in their performance, all point toward greater antipathy of the delinquents for school.

The literature supported the conclusion that many, if not all, juvenile detention home residents are socially maladjusted. Morse (1975, p.571) viewed many in detention homes and correctional institutions as having a minimal capacity for socialization because of their early life experiences. He wrote,

These children then grow up without the capacity to empathize with others. To put it bluntly, they do not feel for other people.... Their lack of social response makes them narcissistic and ruthlessly impulsive. The setting and enforcing of reality limits by others is the only way to inhibit the expression of these impulses. Often these children use delinquent tactics to gratify their needs. While they may have superficial sociability, it will not stand the test of friendship which requires as well as gives.

McCandless (1960, p.281) gave a similar opinion.

The foregoing should not lead one to conclude that the populations of the nation's juvenile detention homes are, by any means, all delinquents. Historically, many residents have been and are "status offenders," i.e., those guilty of offenses for which children get into trouble but adults do not. Such offenses are truancy, running away, etc. Efforts have been made in recent years in some states to provide alternatives to detention for these, but many still get into

secure detention facilities.

The literature indicated the greatest single contributing cause of social maladjusted behavior to be the breakdown of the family. Copel (1973, p.122) stated, "Most writers seem to feel that the basis of delinquency is to be found in a history of disorganized family experience." Copel (1973, p.122) further reported:

Typical studies of delinquent populations have shown that about half of the offenders have come from broken homes.... The highest rates of delinquency are found among those boys who were living only with their mother. Characteristically, it has been found that the mothers of delinquent children demonstrate very pathological child-rearing attitudes.

Suerkin (1960, p.375) referred to the study of the Gluecks in speaking of the relationship between the home and delinquency:

It was found that if the child's family life was adequate, the chances were only three in one hundred that he would turn out to be a delinquent; but if his family situation was poor, the chances were ninety-eight out of one hundred that he would become a delinquent.

The Gluecks (1952, pp.59-61) made the observation that

the stability of the home is perhaps the most important single factor to be explored from the point of view of wholesome family life.... No fewer than six out of ten of the homes of the delinquents, as compared with three in ten of the homes of the nondelinquents...were under the age of five years of age when the initial break occurred.... In every type of family breach, there was an excess among the homes of the delinquents.

Love and Kaswan (1974, p.21), in a study involving 10 schools and 120 families of Los Angeles, found that twice as many children were referred to as having severe adjustment problems "from homes containing either a single parent or a stepparent."

McCandless (1960, p.282) cited studies done by Sewell, Thurston, Mussen, Behrens, et al. to support the tentative conclusion that it is "the 'climate' of the home, the parents' beliefs and love for the child, rather than any specific thing which they do which produce 'adjusted' as opposed to 'unadjusted' children." The same author (1960, p.285) cited a study by Torrance which concluded that "the boys from broken homes showed more tendency to anger, more self-centeredness, less sensitivity to social approval, less self-control and more depression than boys from whole homes." McCandless (1960, p.286) noted a tendency of delinquents "to fail to incorporate the standards of their parents into themselves."

Literature Dealing Specifically With Detention Home Education

Of the references yielded by an intensive Datrix search and an intensive researching procedure on the part of the author, only the study done by Thomas Ross Hughes (previously referred to on page 1) seemed relevant. Two titles yielded by the Datrix Comprehensive Query Service were adjudged to be too old even though they might otherwise

have had some relevance. They were: "A History of Detention Care for Juvenile Delinquents in New York State" by Marion Frances Kelly in 1949, and "The Educational Programs of Juvenile Hall Schools in California" by John T. Kelly in 1943.

Hughes (1972) called attention to the fact that there has been a dearth of literature relative to juvenile detention home education. He stated (pp.10-11) that for a long time "philosophy and standards were defined entirely by the National Council on Crime and Delinquency via Sherwood Norman." Hughes' study, involving a nationwide survey of juvenile detention homes, was statistical in nature and was descriptive of the juvenile detention home education which was being practiced in 1972. The study which the author undertook, on the other hand, aimed to be descriptive of juvenile detention home education as it should be in 1978.

Norman (1958), referred to in the previous paragraph, wrote the book entitled, Standards and Guides for the Detention of Children and Youth (no longer in print). He followed this with his Detention Practice in 1960. The latter work had a brief chapter entitled "School" which included fifteen education goals which he had stated in the earlier work. (See Appendix A.)

There came to the researcher's attention, after the data for this study were all gathered, that the State of

Illinois Department of Corrections, Bureau of Detention Standards and Services, issued a booklet in December 1977 entitled, County Juvenile Detention Standards. This booklet set forth standards for Illinois juvenile detention homes concerning every aspect of detention care. Of relevance to this current study is Chapter XXIII - Education. (See Appendix A.)

CHAPTER III

METHODOLOGY

Hughes' study (1972) utilized seven aspects of school as conducted within the juvenile detention home setting as previously cited; namely, purpose, target persons, staff, operating procedures, programs, plant and budget. His questionnaire was designed to find out what practices were prevalent on a national level at that time.

For the present study, a questionnaire was developed utilizing these same seven aspects. An effort was made to use the kinds of questions that would obtain sample opinions on items which anyone involved in juvenile detention home education would wish to know when considering what such education ought to be like. In order to find out what these items were, a brief checklist questionnaire (see Appendix B) was prepared and given to the following individuals who are involved with detention home education as Superintendents, teacher supervisors, or teachers:

Mr. Merrill Moore, DuPage County Youth
Home, Wheaton, Illinois

Mr. Stan Krysa, Porter County Detention
Center, Valparaiso, Indiana

Ms. Janet Highlander, Madison County
Detention Home, Edwardsville, Illinois

Mr. Robert J. Kinder, Madison County
Detention Home, Edwardsville, Illinois

Dr. Lawrence McNamara, West Chicago
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Based on information received, a tentative questionnaire was constructed. This was given to Mr. Merrill Moore, Superintendent of the DuPage County (Illinois) Youth Home for a critique and evaluation. It was then revised for the Pretest Committee.

The Pretest Committee was composed of Dr. Lawrence McNamara, Basic Skills Department Chairman, Community High School, West Chicago, Illinois; and Dr. Thomas Hughes, Delinquency Study and Youth Development Center, Southern Illinois University, Edwardsville, Illinois.

The committee was provided with the data from the five checklist questionnaires which had been received and an evaluation sheet (Appendix C) on which to indicate their opinions as to the validity, reliability, clarity and format of the instrument. These committee members provided very helpful expertise for the final revision of the questionnaire. After the pretesting, additional information and suggestions were received from nineteen of the teachers at the Cook County Juvenile Temporary Detention Center School to whom Mr. Riordan, the Vice-Principal, had given the checklist questionnaire mentioned earlier. The written comments from a number of them were very helpful in the final

revision of the questionnaire. (See Appendix D for the finalized questionnaire.)

The questionnaire was then mailed out with cover letters to superintendents and educational personnel of juvenile detention homes in the states of Illinois, Indiana, Iowa, Michigan, and Wisconsin to obtain an opinion sample of what juvenile detention home education ought to be. Along with this questionnaire there was included a request that respondents in each facility list materials and methods which had been found to be effective in their programs and which could be recommended for use in other facilities. A copy of each facility's existing program was also requested, if available. This resulted in a response from about 60 percent of the homes. After several weeks, a follow-up letter was sent to those facilities which had not responded. This brought in a few more returns.

There were 30 facilities which returned a total of 88 questionnaires from superintendents, teacher supervisors and teachers. Two additional facilities responded that they had no program. Table 1 lists these 30 facilities and the number of questionnaires received from each. The numbers have been placed under "detention only" or "detention plus treatment" columns according to the way the responding institution was classified on the questionnaire by its Superintendent. (See Chapter I for a definition of these two types of facilities.)

Table 1
Questionnaire Returns by States and Counties.

State and County	<u>d only</u> personnel			<u>d plus t</u> personnel		
	S	TS	T	S	TS	T
ILLINOIS						
Cook	-	1	4	-	-	-
DuPage	1	1	2	-	-	-
Knox	-	-	-	-	-	1
Lake	1	1	-	-	-	-
LaSalle	-	-	-	1	-	2
Peoria	1	1	1	-	-	-
St. Clair	-	-	1	-	-	-
Winnebago	1	-	1	-	-	-
INDIANA						
Allen	2 ^a	-	1	-	-	-
Marion	1	1	3	-	-	-
MICHIGAN						
Allegan	1	-	1	-	-	-
Bay	1	-	2	-	-	-
Berrien	-	-	-	1	1	2
Calhoun	-	-	-	1	1	2
Clinton	-	-	-	1	-	-
Genesee	-	-	-	1	-	-
Ingham	-	-	1	-	-	-
Jackson	-	-	3	-	-	-
Kalamazoo	-	-	-	-	1	5
Kent	1	1	3	-	-	-
Lenawee	-	-	-	-	1	1
McComb	-	-	-	-	1	3
Marquette	1	-	1	-	-	-
Monroe	-	-	-	1	1	-
Muskegan	-	-	1	-	-	-
Oakland	-	-	-	-	-	1
Ottawa	-	-	-	1	-	2
Saginaw	-	-	3	-	-	-
Washtenaw	1	-	3	-	-	-
Wayne	<u>1</u>	<u>-</u>	<u>6</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Responses	13	6	37	7	6	19

^aBoth the Superintendent and the Assistant Superintendent repoded.

Legend:

S = Superintendents
TS = Teacher Supervisors
T = Teachers

d only = detention only
d plus t = Detention
plus treatment

It may be observed from the data in Table 1 that there were 18 responding facilities which were considered to be for secure detention only, while there were 12 responding facilities which were regarded as functioning for both secure detention and residential treatment. Table 2 indicates the percent of responding institutions whose superintendents indicated belonged in one of the two categories.

Table 2

Percent of Responding Homes Considered to be for Detention only or for Detention plus Treatment

	Number of Homes Responding	Percent Responding
Detention <u>only</u>	18	60
Detention <u>plus</u> treatment	12	40

It is evident from the data contained in Table 2 that 60% of the homes were considered to be for "detention only" while 40% were regarded to be for "detention plus treatment." Table 3 indicates the percentage of homes responding from the five states.

Table 3

Percentage of Homes Responding

	Number of Homes Contacted	Percent Responding
Illinois	13	61.5
Indiana	6 ^a	50.0
Iowa	3 ^a	33.3
Wisconsin	2	0.0
Michigan	<u>21</u>	<u>95.2</u>
TOTAL	45	71.1

^a The Superintendent of one facility in this state indicated that there was no program.

In Table 3 the reader will note that 71.1% of the homes contacted responded to the questionnaire. Michigan led the other states with a 95.2% response.

The data from the 88 questionnaires received were analyzed (see Chapter IV) and the model for this study (see Chapter V) was then created on the basis of this analysis. The model was sent for evaluation to two superintendents, two teacher supervisors, and two teachers of each of the two types of facilities. These 12 individuals were given an evaluation sheet (see Appendix E) on which to rank each of the aspects of the model as to whether the material under it was considered "essential," "highly desirable," "desirable," "unimportant" or "completely irrelevant." Table 4 shows the results of this questionnaire.

Table 4

Percent of Response from 12 Selected Individuals
who Evaluated the Seven Aspects of the Model.

Aspect	1	2	3	4	5	N/R
Purpose	75.0	25.0	0.0	0.0	0.0	0.0
Target Persons	66.7	25.0	8.3	0.0	0.0	0.0
Personnel	58.3	33.3	8.3	0.0	0.0	0.0
Procedures	33.3	50.0	8.3	0.0	0.0	8.3
Program Structure	50.0	33.3	8.3	0.0	0.0	0.0
Building Design	50.0	41.7	8.3	0.0	0.0	0.0
Budget Matters	75.0	16.7	0.0	0.0	0.0	8.3

Legend:

1 = essential
2 = highly desirable
3 = desirable

4 = unimportant
5 = completely irrelevant
N/R = no response

The reader will note in Table 4 that the 12 selected individuals clearly gave a rating of "essential" to the aspects of purpose, target persons, and budget. The other aspects; namely, personnel, procedures, program and plant were very decisively rated either "essential" or "highly desirable." Several individuals gave some very worthwhile and helpful comments on the evaluation sheets.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The data obtained from the questionnaire have been analyzed according to seven aspects: (A) Purpose, (B) Target Persons (C) Personnel, (D) Procedures, (E) Program Structure, (F) Building Design and (G) Budget Matters. Each item has been analyzed by the number and percentage of responses made by detention home superintendents; by detention home teacher supervisors; and by detention home teachers. A distinction has been made between personnel of facilities providing secure detention only and facilities providing both secure detention and residential treatment. Respondents were specifically asked to give opinions on a number of items as to their specific application to the educational programs of both types of facilities. The tables for these items have been placed in juxtaposition in the presentation in order that comparisons can be made more easily.

A. Purpose

Respondents were asked to express their opinions on two features of educational purpose: the first feature was that of domain. Should the purpose of education in a juvenile detention facility be regarded as affective, cognitive, psychomotor, legal, or some mixture of these cate-

gories? The second feature had to do with stated objectives. What should be the stated objectives of an educational program in a juvenile detention facility?

The first two items of the instrument were designed to sample opinions concerning the nature of educational purpose. Respondents were told that the affective category denoted working with values, attitudes, beliefs, etc.; that the cognitive category denoted working with skills, facts, and basic skill remediation; that the psychomotor category denoted the development of motor skills; and that the legal category denoted the legal requirement that the child be in school. Respondents were asked to indicate whether they considered a specific category an "essential" ingredient of educational purpose or something less than "essential" such as "highly desirable," "desirable" or "not applying."

Tables 5 and 6 indicate the percentage of responses for the affective category as it applies to education in juvenile detention homes. Table 5 presents the data for those providing secure detention only and Table 6 presents the data for those providing both secure detention and residential treatment.

Table 5

Percent of Support for the Affective Category as an Ingredient of Educational Purpose in a Facility Providing Secure Detention only.

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	30.8	61.6	7.7	0.0	0.0
detention <u>plus</u> treatment	7	42.9	42.9	0.0	0.0	14.3
Teacher Supervisors						
detention <u>only</u>	6	50.0	50.0	0.0	0.0	0.0
detention <u>plus</u> treatment	6	33.3	16.7	50.0	0.0	0.0
Teachers						
detention <u>only</u>	37	51.4	32.4	13.5	0.0	2.7
detention <u>plus</u> treatment	19	52.6	21.1	15.8	5.3	5.3
Composite	88	46.6	35.2	13.6	1.1	3.4

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable

Table 6

Percent of Support for the Affective Category as an Ingredient of Educational Purpose in a Facility Providing both Secure Detention and Residential Treatment.

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	53.9	15.4	7.7	0.0	23.1
detention <u>plus</u> treatment	7	71.4	28.6	0.0	0.0	0.0
Teacher Supervisors						
detention <u>only</u>	6	83.3	16.7	0.0	0.0	0.0
detention <u>plus</u> treatment	6	66.7	0.0	33.3	0.0	0.0
Teachers						
detention <u>only</u>	37	56.8	32.4	5.4	0.0	5.4
detention <u>plus</u> treatment	19	79.0	10.5	10.5	0.0	0.0
Composite	88	64.8	21.6	8.0	0.0	5.7

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable

It is to be noted in Table 5 that 46.6% of all respondents considered the affective domain "essential" to educational purpose in institutions for secure detention only. (Table A, Appendix F, shows that 46.4% of the personnel who work in these institutions considered it "essential.") Combining composite "essential" responses (46.6%) with composite "highly desirable" responses (35.2%) yielded an 81.8% support of all personnel. When the composite "desirable" responses (13.6%) were added to these, the percentage was 95.5.

In Table 6, an even stronger support for an emphasis upon values, attitudes, beliefs, etc. can be noted. People whose employment is associated with detention plus treatment facilities were stronger in their support of this domain as being "essential" to educational purpose for their kind of facility (Table B, Appendix F--75%) than was the composite group of respondents (Table 6--64.8%). Teacher support within these institutions for the affective as being "essential" to educational purpose for their kind of facility was 79% (Table 6).

Hughes (1972, p. 24) in his study reported 43.3% of homes responding to his survey considered the purpose of education to be affective. Tables 5 and 6 would seem

to indicate that in youth home education there is a growing emphasis upon the importance of the affective domain. This is in keeping with trends in all of education. Bloom (1956) in his Taxonomy of Educational Objectives included both the cognitive and the affective domains. Such writers as de Charms (1976), Brown (1971 and 1975), Simon and Kirshenbaum (1972), Gazda (1973), Stanford (1974) and Roark (1974), among others, have called for an emphasis upon the affective in education. A quotation (p. 15) from the Illinois Standards and Guides for the Detention of Juveniles issued by the Illinois Department of Corrections illustrates how much impact this kind of thinking has had in the area of juvenile detention home education:

It is generally acknowledged that learning is not only intellectual; emotional factors are conceded to play an important role in the learning process. ... The detention facility school teacher should find himself teaching interpersonal relationships and youth self-appreciation ahead of subject matter.

Tables 7 and 8 give the data supporting the cognitive domain as an ingredient of educational purpose for detention home schools. Table 7 presents the data for this domain as they apply to homes providing secure detention only. Table 8 shows the data for this domain as they apply to homes which provide residential treatment in addition to secure detention.

Table 7

Percent of Support for the Cognitive Category as
an Ingredient of Educational Purpose for Secure
Detention only Facilities.

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	46.1	38.5	15.4	0.0	0.0
detention <u>plus</u> treatment	7	57.1	0.0	28.6	0.0	14.3
Teacher Supervisors						
detention <u>only</u>	6	33.3	66.7	0.0	0.0	0.0
detention <u>plus</u> treatment	6	50.0	16.7	33.3	0.0	0.0
Teachers						
detention <u>only</u>	37	62.2	27.0	5.4	2.7	2.7
detention <u>plus</u> treatment	19	42.1	47.4	5.3	0.0	5.3
Composite	88	52.3	33.0	10.2	1.1	3.4

Legend:

N = number in group
1 = essential
2 = highly desirable
3 = desirable

4 = unimportant or
does not apply
N/R = no response or
unuseable.

Table 8

Percent of Support for the Cognitive Category as
an Ingredient of Educational Purpose for Facilities
Providing both Secure Detention and Residential
Treatment.

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	46.2	30.8	0.0	0.0	23.1
detention <u>plus</u> treatment	7	71.4	28.6	0.0	0.0	0.0
Teacher Supervisors						
detention <u>only</u>	6	33.3	66.7	0.0	0.0	0.0
detention <u>plus</u> treatment	6	66.7	16.7	16.7	0.0	0.0
Teachers						
detention <u>only</u>	37	59.5	27.0	5.4	2.7	5.4
detention <u>plus</u> treatment	19	68.4	26.3	5.3	0.0	0.0
Composite	88	59.1	29.6	4.6	1.1	5.7

Legend:

N = number in group
1 = essential
2 = highly desirable
3 = desirable

4 = unimportant or
does not apply
N/R = no response or
unuseable.

It may be noted in Table 7 that for secure detention only facilities 52.3% of the respondents considered the cognitive domain an "essential" ingredient of educational purpose. Teachers of these institutions were strongest with "essential" responses (62.2%). When composite "essential" responses (52.3%) were combined with those for "highly desirable" (33%) the percentage of support was 85.3. Adding the "desirable" responses brought the percentage of support to 95.5.

Table 8 reveals that 59.1% of the respondents considered the cognitive "essential" to the educational purpose of secure detention plus residential treatment facilities. When the composite "essential" (59.1%) and "highly desirable" responses (29.6%) were combined, the support was 88.7%. With "desirable" responses added to these, the percentage was 93.3. Those working in these facilities supported it with a percentage of 68.8 (Table B, Appendix F).

It was not surprising to find the strength of support for the cognitive in Tables 7 and 8. American education has traditionally stressed the cognitive domain. Hughes (1972 p. 24) found that 30.4% of responding institutions considered the cognitive (an emphasis on facts, skills, remediation) to be the purpose of detention home education.

Tables 9 and 10 present the data as they apply to the category of the psychomotor as an ingredient of educational purpose for juvenile detention home education.

Table 9

Percent of Support for the Psychomotor Category as an Ingredient of Educational Purpose for a Facility Providing Secure Detention only.

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	7.7	23.0	46.2	15.4	7.7
detention <u>plus</u> treatment	7	0.0	28.6	42.9	14.3	14.3
Teacher Supervisors						
detention <u>only</u>	6	0.0	0.0	100.0	0.0	0.0
detention <u>plus</u> treatment	6	0.0	33.3	66.7	0.0	0.0
Teachers						
detention <u>only</u>	37	10.8	29.7	37.8	18.9	2.7
detention <u>plus</u> treatment	19	15.8	26.3	42.1	10.5	5.3
Composite	88	9.1	26.1	46.6	13.6	4.6

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable

Table 10

Percent of Support for the Psychomotor Category as
an Ingredient of Educational Purpose for a Facility
Providing both Secure Detention and Residential
Treatment.

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	15.4	38.5	15.4	7.7	23.1
detention <u>plus</u> treatment	7	28.6	0.0	57.1	14.3	0.0
Teacher Supervisors						
detention <u>only</u>	6	0.0	0.0	100.0	0.0	0.0
detention <u>plus</u> treatment	6	0.0	66.7	33.3	0.0	0.0
Teachers						
detention <u>only</u>	37	24.3	32.4	16.2	21.6	5.4
detention <u>plus</u> treatment	19	26.3	21.1	42.1	10.5	0.0
Composite	88	20.5	28.4	31.8	13.6	5.7

Legend:

N = Number in group
1 = essential
2 = highly desirable
3 = desirable

4 = unimportant or
does not apply
N/R = no response or
unuseable

The reader may observe from Table 9 that there was only 9.1% overall support for the psychomotor to be considered "essential" as an ingredient of educational purpose for secure detention only facilities. Combining "essential" responses with "highly desirable" responses yielded only 35.2% of support. It required adding the "desirable" responses to bring the percentage to 81.8. This category was not considered to apply at all to educational purpose for these institutions by 13.6% of the respondents.

In Table 10, it can be seen that the "essential" responses (20.5%) were more numerous than for detention only facilities (Table 9: 9.1%). Combining responses for "essential" (20.5%) and "highly desirable" (28.4%) gave a support of 48.9%. When the desirable responses (31.8%) were added, the combined strength of support for some degree of desirability became 80.7% which was nearly the same as for detention only facilities (81.8%).

Tables 11 and 12 set forth the data as they apply to the legal category (the requirement that the child be in school to satisfy state attendance laws) as an ingredient of educational purpose for juvenile detention facilities.

Table 11

Percent of Support for the Legal Category as an
Ingredient of Educational Purpose for Facilities
Providing Secure Detention only.

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	38.5	0.0	30.8	30.8	0.0
detention <u>plus</u> treatment	7	14.3	28.6	14.3	28.6	14.3
Teacher Supervisors						
detention <u>only</u>	6	33.3	16.7	16.7	33.3	0.0
detention <u>plus</u> treatment	6	50.0	16.7	16.7	16.7	0.0
Teachers						
detention <u>only</u>	37	43.3	10.8	18.9	24.3	2.7
detention <u>plus</u> treatment	19	31.6	10.5	21.1	26.3	10.5
Composite	88	37.5	11.4	20.5	26.1	4.6

Legend:

N = number in group
1 = essential
2 = highly desirable
3 = desirable

4 = unimportant or
does not apply
N/R = no response or
unuseable

Table 12

Percent of Support for the Legal Category as an Ingredient of Educational Purpose for Facilities Providing both Secure Detention and Residential Treatment.

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	30.8	0.0	30.8	15.4	23.1
detention <u>plus</u> treatment	7	14.3	14.3	28.6	42.9	0.0
Teacher Supervisors						
detention <u>only</u>	6	33.3	0.0	33.3	33.3	0.0
detention <u>plus</u> treatment	6	50.0	33.3	16.7	0.0	0.0
Teachers						
detention <u>only</u>	37	51.4	5.4	16.2	21.6	5.4
detention <u>plus</u> treatment	19	21.1	26.3	10.5	36.8	5.3
Composite	88	37.5	11.4	19.3	25.0	6.8

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable

Table 11 reveals that this category was considered "essential" for homes providing secure detention only by 37.5% of the respondents. By adding the "highly desirable" responses (11.4%) the support level became 48.9%. It required adding the "desirable" responses (20.5%) to bring the total support to 69.4% for some degree of desirability. People working within these institutions supported the category with a percentage of 41.1 for "essential" (Appendix F: Table A). When "highly desirable" and "desirable" responses were added to these, the support level became 71.4.

By comparing Table 12 with Table 11, it should be noted that the overall support for the essentialness or for the desirability of the category is practically the same for the two types of facilities. Somewhat more of the personnel associated with secure detention only facilities gave "essential" responses (41.1%) for their institutions than did personnel associated with facilities providing both secure detention and residential treatment gave for theirs (25%), but the combination of "essential" and "highly desirable" responses for both were about the same. (See Appendix F; Tables A, B). It is noteworthy that 25% of the composite group indicated that the category did not apply at all.

We must now turn our attention to educational purpose as expressed in specific objectives for the program. In the survey instrument, the respondents were asked to evaluate these objectives with a view to their application to a facility providing secure detention only (Appendix D: Questionnaire, Item 3) and to a facility providing both secure detention and residential treatment (Questionnaire, Item 4). These statements were that the stated objectives of an educational program should include such items as:

- 1) to identify students enrolled in a regular school program and keep them involved in the same subject areas as far as possible.
- 2) to identify drop-outs and prescribe meaningful educational experiences in keeping with their needs, interests and goals.
- 3) to identify achievement levels for the purpose of individualizing instruction to meet needs.
- 4) to analyze and teach basic communication skills.
- 5) to analyze and teach basic mathematical skills.
- 6) to outline the basic thinking processes for student application in content areas.
- 7) to provide individual counseling relative to academic and vocational goals, as well as, personal needs.

- 8) to provide group counseling focusing on self-concept, personal growth and interpersonal relationships (if state laws permit).
- 9) to clarify value structures, such as: self-worth, individual responsibility, freedom and the rights of others.
- 10) to create a positive attitude toward life and the pursuit of academic excellence.
- 11) to find and expand areas of student interest.
- 12) other: _____

The reader will note a considerable showing of "no response" percentages in Tables 13 through 34. A number of respondents gave opinions only when the stated objectives were being applied to the type of institution with which they were associated.

Tables 13 and 14 present the data for the support of respondents for the statement that a stated objective of detention home education is "to identify students enrolled in a regular school program and to keep them involved in the same subject areas as far as possible."

Table 13

Percent of Support for the Statement that an Objective of the Educational Program in a Facility Providing Secure Detention only is "To Identify Students Enrolled in a Regular School Program and to Keep Them Involved in the Same Subject Areas as far as Possible."

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	30.8	30.8	30.8	7.7	0.0
detention <u>plus</u> treatment	7	42.9	14.3	0.0	14.3	28.6
Teacher Supervisors						
detention <u>only</u>	6	16.7	66.7	16.7	0.0	0.0
detention <u>plus</u> treatment	6	33.3	33.3	33.3	0.0	0.0
Teachers						
detention <u>only</u>	37	40.5	24.3	10.8	10.8	13.5
detention <u>plus</u> treatment	19	21.1	21.1	21.1	10.5	26.3
Composite	88	33.0	27.3	17.1	9.1	13.6

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable

Table 14

Percent of Support for the Statement that an Objective of the Educational Program in a Facility Providing both Secure Detention and Residential Treatment is "To Identify Students Enrolled in a Regular School Program and to Keep Them Involved in the Same Subject Areas as far as Possible."

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	38.5	15.4	7.7	0.0	38.5
detention <u>plus</u> treatment	7	57.1	14.3	14.3	14.3	0.0
Teacher Supervisors						
detention <u>only</u>	6	50.0	33.3	0.0	0.0	16.7
detention <u>plus</u> treatment	6	33.3	33.3	16.7	0.0	16.7
Teachers						
detention <u>only</u>	37	48.7	27.0	5.4	0.0	18.9
detention <u>plus</u> treatment	19	36.8	10.5	26.3	0.0	21.6
Composite	88	44.3	21.6	11.4	1.1	21.6

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable

Comparing Tables 13 and 14, it can be seen that more respondents considered this objective "essential" for detention plus treatment facilities than for secure detention only facilities. In fact, the reader may note that the respondents treated all of the objectives this way (see Tables 15 through 34). Tables 13 and 14 show that the combination of "essential" and "highly desirable" responses exceeded 60% for both types of detention homes. When "desirable" responses were added to these the strength of support for some degree of desirability for both types of facilities was almost identical (about 77%). There were more who thought it unimportant or that it did not apply at all (9.1%) for detention only facilities than who thought that way for detention plus treatment facilities (1.1%). It is possible that this could be due to the fact that the average length of residence was seen as shorter in the former type of institution than in the latter.

The percentage of support for the statement that an objective of an educational program in detention homes is "to identify drop-outs and to prescribe meaningful experiences in keeping with their needs, interests, and goals" is given in Tables 15 and 16. Table 15 presents it for secure detention only facilities, while Table 16 presents it for secure detention plus residential treatment facilities.

Table 15

Percent of Support for the Statement that an Objective of an Educational Program in a Facility Providing Secure Detention only is "To Identify Drop-outs and To Prescribe Meaningful Educational Experiences in Keeping with Their Needs, Interests and Goals."

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	46.2	30.8	15.4	0.0	7.7
detention <u>plus</u> treatment	7	28.6	14.3	14.3	14.3	28.6
Teacher Supervisors						
detention <u>only</u>	6	33.3	50.0	16.7	0.0	0.0
detention <u>plus</u> treatment	6	50.0	33.3	16.7	0.0	0.0
Teachers						
detention <u>only</u>	37	32.4	37.8	16.2	2.7	10.8
detention <u>plus</u> treatment	19	21.1	47.4	5.3	0.0	26.3
Composite	88	33.0	37.5	13.6	2.3	13.6

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable

Table 16

Percent of Support for the Statement that an Objective of an Educational Program in a Facility Providing both Secure Detention and Residential Treatment is "To Identify Drop-outs and to Prescribe Meaningful Educational Experiences in Keeping with their Needs, Interests and Goals."

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention only	13	30.8	23.1	0.0	0.0	46.2
detention <u>plus</u> treatment	7	57.1	14.3	14.3	14.3	0.0
Teacher Supervisors						
detention <u>only</u>	6	50.0	33.3	0.0	0.0	16.7
detention <u>plus</u> treatment	6	33.3	50.0	0.0	0.0	16.7
Teachers						
detention <u>only</u>	37	46.0	27.0	8.1	0.0	18.9
detention <u>plus</u> treatment	19	57.9	15.8	0.0	0.0	26.3
Composite	88	46.6	25.0	4.6	1.1	22.8

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or does not apply
 N/R = no response or unuseable.

Table 15 indicates that respondents supported this objective as "essential" for detention only facilities with a percentage of 33 and for detention plus treatment facilities with a percentage of 46.6. When the responses for "essential" and for "highly desirable" were added together, the percentages were 70.5 and 71.6 respectively. The composite support for the combined "essential", "highly desirable" and "desirable" ratings was 84.1% for secure detention only facilities and 76.2% for detention plus treatment facilities.

This objective has meaning for both types of facilities because a number of residents found in them have passed their 16th birthday and consider themselves "drop-outs". They generally hate school and are negative about the educational experiences they have had in regular public education. For these, the challenge of detention home education is to provide some learning experiences relevant to their interests and needs.

Tables 17 and 18 present data showing respondent support for the statement that an educational objective for detention home education is "to identify achievement levels for the purpose of individualizing instruction to meet needs."

Table 17

Percent of Support for the Statement that an Objective of an Educational Program in a Facility Providing Secure Detention only is "To Identify Achievement Levels for the Purpose of Individualizing Instruction to Meet Needs."

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	69.2	15.4	15.4	0.0	0.0
detention <u>plus</u> treatment	7	14.3	28.6	28.6	0.0	28.6
Teacher Supervisors						
detention <u>only</u>	6	50.0	50.0	0.0	0.0	0.0
detention <u>plus</u> treatment	6	50.0	50.0	0.0	0.0	0.0
Teachers						
detention <u>only</u>	37	62.2	18.9	8.1	0.0	10.8
detention <u>plus</u> treatment	19	57.9	5.3	10.5	0.0	26.3
Composite	88	56.8	20.5	10.2	0.0	12.5

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable

Table 18

Percent of Support for the Statement That an Objective of an Educational Program in a Facility Providing both Secure Detention and Residential Treatment is "To Identify Achievement Levels for the Purpose of Individualizing Instruction to Meet Needs."

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	38.5	23.1	0.0	0.0	38.5
detention <u>plus</u> treatment	7	71.4	14.3	14.3	0.0	0.0
Teacher Supervisors						
detention <u>only</u>	6	50.0	33.3	0.0	0.0	16.7
detention <u>plus</u> treatment	6	83.3	0.0	0.0	0.0	16.7
Teachers						
detention <u>only</u>	37	62.1	13.5	2.7	0.0	21.6
detention <u>plus</u> treatment	19	73.7	0.0	0.0	0.0	26.3
Composite	88	62.5	12.5	2.3	0.0	22.7

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable

For this objective it may be noted that the percentage of composite "essential" responses was very strong for both types of facilities (56.8% for secure detention only facilities and 62.5% for secure detention plus residential treatment facilities). More than 80% of the people who were associated with the secure detention only facilities gave either "essential" or "highly desirable" responses. All of the personnel who worked with detention plus treatment facilities considered the objective "essential" by a percentage of more than 70%. The composite "essential" and "highly desirable" responses combined were 77.3% for secure detention only facilities (Table 16) and 75% for secure detention plus residential treatment facilities (Table 17). No one in either type of institution said it was unimportant or did not apply.

This objective probably received this degree of support by respondents because so many residents of the detention facilities fall below grade level in basic skills such as arithmetic, reading and spelling. The need to quickly integrate new students into a highly individualized program for short periods of time necessitates some means of assessing approximate student achievement.

Tables 19 and 20 reveal how respondents supported the statement that an objective of detention home education is "to analyze and teach basic communication skills."

Table 19

Percent of Support For the Statement That an Objective of the Educational Program in a Facility Providing Secure Detention only is "To Analyze and To Teach Basic Communication Skills."

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	53.9	38.5	7.7	0.0	0.0
detention <u>plus</u> treatment	7	14.3	28.6	14.3	14.3	28.6
Teacher Supervisors						
detention <u>only</u>	6	33.3	50.0	16.7	0.0	0.0
detention <u>plus</u> treatment	6	50.0	50.0	0.0	0.0	0.0
Teachers						
detention <u>only</u>	37	43.2	37.8	5.4	0.0	13.5
detention <u>plus</u> treatment	19	42.1	15.8	10.5	5.3	26.3
Composite	88	42.1	34.1	8.0	2.3	13.6

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable

Table 20

Percent of Support for the Statement That an Objective of an Educational Program in a Facility Providing both Secure Detention and Residential Treatment is "To Analyze and To Teach Basic Communication Skills."

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	38.5	23.1	0.0	0.0	38.5
detention <u>plus</u> treatment	7	57.1	42.9	0.0	0.0	0.0
Teacher Supervisors						
detention <u>only</u>	6	33.3	33.3	16.7	0.0	16.7
detention <u>plus</u> treatment	6	66.7	16.7	0.0	0.0	16.7
Teachers						
detention <u>only</u>	37	59.5	21.6	0.0	0.0	18.9
detention <u>plus</u> treatment	19	47.4	26.3	0.0	0.0	26.3
Composite	88	52.3	25.0	1.1	0.0	21.6

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable

There was strong support for rating this objective as "essential" for a detention home educational program. For secure detention only facilities (Table 19) the percentage was 42.1 and for secure detention plus residential treatment facilities (Table 20) the percentage was 52.3. Coupled with "highly desirable" responses the support for both types of facilities was nearly identical (76.2% for the secure detention only facilities and 77.3% for secure detention plus residential treatment facilities).

This strength of support, no doubt, reflects the experience of those involved in youth home education. Residents are often not only observed to be below grade level in basic communication skills on the cognitive plane, but they are also often seen to be deficient on the affective level as well. They are having difficulty in their interpersonal relations and lack the skills to handle such emotions as anger, rejection, hostility, fear, anxiety and insecurity. They often lack the skills to deal with group pressures which they experience from their peers.

Tables 21 and 22 give data showing the support for the statement that an objective of an educational program in youth homes is "to analyze and to teach basic mathematical skills."

Table 21

Percent of Support for the Statement that an Objective of the Educational Program in a Facility Providing Secure Detention only is "To Analyze and To Teach Basic Mathematical Skills."

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	30.7	53.9	15.4	0.0	0.0
detention <u>plus</u> treatment	7	14.3	28.6	14.3	14.3	28.6
Teacher Supervisors						
detention <u>only</u>	6	16.7	66.7	16.7	0.0	0.0
detention <u>plus</u> treatment	6	50.0	50.0	0.0	0.0	0.0
Teachers						
detention <u>only</u>	37	35.1	40.5	10.8	0.0	13.5
detention <u>plus</u> treatment	19	36.8	26.3	5.3	5.3	26.3
Composite	88	33.0	40.9	10.2	2.3	13.6

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable

Table 22

Percent of Support for the Statement that an Objective of an Educational Program in a Facility Providing both Secure Detention and Residential Treatment is "To Analyze and To Teach Basic Mathematical Skills."

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	23.1	38.5	0.0	0.0	38.5
detention <u>plus</u> treatment	7	57.1	14.3	14.3	14.3	0.0
Teacher Supervisors						
detention <u>only</u>	6	16.7	50.0	16.7	0.0	16.7
detention <u>plus</u> treatment	6	66.7	16.7	0.0	0.0	16.7
Teachers						
detention <u>only</u>	37	51.3	21.6	5.4	0.0	21.6
detention <u>plus</u> treatment	19	42.1	31.6	0.0	0.0	26.3
Composite	88	44.3	27.3	4.6	1.1	22.7

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable.

Respondents supported a rating of "essential" for this objective with a percentage 33.0 for detention only facilities (Table 21) and a percentage of 44.3 for detention plus treatment facilities (Table 22). The composite "essential" and "highly desirable" responses combined were nearly the same for both types of facilities. It was 73.9% for secure detention only facilities (Table 21) and 71.6% for secure detention plus residential treatment facilities (Table 22). This support, no doubt, reflects the fact that mathematical achievement often does not exceed the 6th grade level for teen-age residents of youth homes. The need for remediation is great and an analysis of individual needs in this area is of considerable importance.

Tables 23 and 24 contain the data indicating respondent support for the statement that an objective of an educational program in a detention facility is "to outline the basic thinking processes for student application in content areas."

Table 23

Percent of Support for the Statement that an Objective of the Educational Program in a Facility Providing Secure Detention only is "To Outline the Basic Thinking Processes for Student Application in Content Areas."

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	0.0	38.5	46.2	7.7	7.7
detention <u>plus</u> treatment	7	0.0	14.3	42.9	14.3	28.6
Teacher Supervisors						
detention <u>only</u>	6	0.0	50.0	33.3	16.7	0.0
detention <u>plus</u> treatment	6	16.7	33.3	50.0	0.0	0.0
Teachers						
detention <u>only</u>	37	10.8	21.6	43.2	5.4	18.9
detention <u>plus</u> treatment	19	10.5	31.6	21.1	10.5	26.3
Composite	88	8.0	28.4	38.6	8.0	17.1

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable.

Table 24

Percent of Support for the Statement that an Objective of the Educational Program in a Facility Providing both Secure Detention and Residential Treatment is "To Outline the Basic Thinking Processes for Student Application in Content Areas."

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	7.7	30.8	7.7	0.0	53.9
detention <u>plus</u> treatment	7	14.3	28.6	57.1	0.0	0.0
Teacher Supervisors						
detention <u>only</u>	6	16.7	33.3	16.7	16.7	16.7
detention <u>plus</u> treatment	6	16.7	66.7	0.0	0.0	16.7
Teachers						
detention <u>only</u>	37	16.2	40.5	18.9	2.7	21.6
detention <u>plus</u> treatment	19	21.1	42.1	5.3	5.3	26.3
Composite	88	15.9	39.8	15.9	3.4	25.0

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable.

The reader will note that the respondents did not support this objective as strongly as they did previous objectives. For both types of institutions the support for "essential" was low. Even when combined with "highly desirable" responses the composite support for secure detention only facilities was only 36.4% (Table 23). However, the corresponding percentage for secure detention plus residential treatment facilities was 55.7 (Table 24). In fact, there were 20 (62.5%) of the 32 respondents whose work is with the latter institutions who gave either "essential" or "highly desirable" responses. When composite "desirable" responses were added to composite "essential" and "highly desirable" responses, the support for some degree of desirability for both types of institutions was very good. It was 75% for detention only facilities (Table 23) and 71.6% for secure detention plus residential treatment facilities (Table 24).

Tables 25 and 26 present respondent support for the statement that an objective of youth home education is "to provide individual counseling relative to academic and vocational goals, as well as personal needs."

Table 25

Percent of Support for the Statement that an Objective of the Educational Program in a Facility Providing Secure Detention only is "To Provide Individual Counseling Relative to Academic and Vocational Goals, as well as Personal Needs."

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	23.1	38.5	38.5	0.0	0.0
detention <u>plus</u> treatment	7	0.0	42.9	28.6	0.0	28.6
Teacher Supervisors						
detention <u>only</u>	6	33.3	33.3	33.3	0.0	0.0
detention <u>plus</u> treatment	6	16.7	50.0	33.3	0.0	0.0
Teachers						
detention <u>only</u>	37	40.5	27.0	21.6	2.7	8.1
detention <u>plus</u> treatment	19	47.4	21.1	0.0	5.3	26.3
Composite	88	34.1	30.7	21.6	2.3	11.4

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable.

Table 26

Percent of Support for the Statement that an Objective of the Educational Program in a Facility Providing both Secure Detention and Residential Treatment is "To Provide Individual Counseling Relative to Academic and Vocational Goals, as well as Personal Needs."

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	53.9	7.7	0.0	0.0	38.5
detention <u>plus</u> treatment	7	28.6	42.9	28.6	0.0	0.0
Teacher Supervisors						
detention <u>only</u>	6	50.0	33.3	0.0	0.0	16.7
detention <u>plus</u> treatment	6	50.0	33.3	0.0	0.0	16.7
Teachers						
detention <u>only</u>	37	46.0	27.0	10.8	0.0	16.2
detention <u>plus</u> treatment	19	57.9	10.5	5.3	0.0	26.3
Composite	88	48.9	22.7	8.0	0.0	20.5

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable.

Table 25 reveals that this objective was considered "essential" by 34.1% of the respondents for detention only facilities. Teachers were somewhat more supportive than superintendents and teacher supervisors. The composite support for this objective as being "essential" for programs in detention plus treatment facilities (Table 26) was considerably stronger (48.9%). When composite "highly desirable" responses were added to "essential" responses, the percentage of support became 64.8 for secure detention only facilities (Table 24) and 71.6 for facilities offering secure detention plus residential treatment (Table 26). When the "desirable" responses were added to these, it may be noted that the support for some degree of desirability for this objective was 86.4% for secure detention only facilities (Table 25) and 79.6% for secure detention plus residential treatment facilities (Table 26).

The data indicating respondent support for the statement that an objective of youth home education is "to provide group counseling focusing on self-concept, personal growth and interpersonal relations" are given in Tables 27 and 28.

Table 27

Percent of Support for the Statement that an Objective of the Educational Program in a Facility Providing Secure Detention only is "To Provide Group Counseling Focusing on Self-Concept, Personal Growth and Interpersonal Relationships."

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	23.1	0.0	53.9	7.7	15.4
detention <u>plus</u> treatment	7	14.3	28.6	28.6	0.0	28.6
Teacher Supervisors						
detention <u>only</u>	6	16.7	50.0	33.3	0.0	0.0
detention <u>plus</u> treatment	6	16.7	50.0	16.7	16.7	0.0
Teachers						
detention <u>only</u>	37	35.1	18.9	29.7	5.4	10.8
detention <u>plus</u> treatment	19	36.8	15.8	10.5	10.5	26.3
Composite	88	29.6	20.5	28.4	6.8	14.7

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable

Table 28

Percent of Support for the Statement that an Objective of the Educational Program in a Facility Providing both Secure Detention and Residential Treatment is "To Provide Group Counseling Focusing on Self-Concept, Personal Growth and Interpersonal Relationships."

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	38.5	7.7	15.4	0.0	38.5
detention <u>plus</u> treatment	7	14.3	42.9	42.9	0.0	0.0
Teacher Supervisors						
detention <u>only</u>	6	33.3	50.0	0.0	0.0	16.7
detention <u>plus</u> treatment	6	33.3	16.7	16.7	16.7	16.7
Teachers						
detention <u>only</u>	37	48.7	16.2	5.4	10.8	19.0
detention <u>plus</u> treatment	19	52.6	10.5	5.3	5.3	26.3
Composite	88	43.2	18.2	10.2	6.8	21.6

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable

The reader will observe from Tables 27 and 28 that there was a respondent support of 29.6% for this objective as being "essential" for detention only facilities (Table 27) as compared to 43.2% for detention plus treatment facilities (Table 28). Teacher support was stronger than that of superintendents and teacher supervisors in both instances. The composite support for the objective as "essential" and "highly desirable" combined was 50.1% for secure detention only (Table 26) facilities and 61.4% for both secure detention and residential treatment facilities (Table 28). When "desirable" responses were added to "essential" and "highly desirable" responses, there was seen to be a support for some degree of desirability for both institutions of better than 70%. There was a percentage of 78.5 for secure detention only facilities (Table 27) and 71.6% for secure detention plus residential treatment facilities (Table 28). This probably reflects the fact that residents of youth homes often have difficulty with interpersonal relationships and are often considered to have a poor self-concept.

The data for the response of youth home superintendents and educators to the statement that an objective of education in a detention facility is "to clarify value structures such as self-worth, individual responsibility, freedom and the rights of others" are found in Tables 29 and 30.

Table 29

Percent of Support for the Statement that an Objective of the Educational Program in a Facility Providing Secure Detention only is "To Clarify Value Structures such as: Self-Worth, Individual Responsibility, Freedom and the Rights of Others."

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	30.8	23.1	38.5	0.0	7.7
detention <u>plus</u> treatment	7	57.1	0.0	14.3	0.0	28.6
Teacher Supervisors						
detention <u>only</u>	6	50.0	33.3	16.7	0.0	0.0
detention <u>plus</u> treatment	6	33.3	33.3	33.3	0.0	0.0
Teachers						
detention <u>only</u>	37	43.2	21.6	16.2	5.4	13.5
detention <u>plus</u> treatment	19	63.2	5.3	0.0	5.3	26.3
Composite	88	46.6	18.2	17.1	3.4	14.8

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable

Table 30

Percent of Support for the Statement that an Objective of the Educational Program in a Facility Providing both Secure Detention and Residential Treatment is "To Clarify Value Structures such as: Self-Worth, Individual Responsibility, Freedom and the Rights of Others."

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	46.2	15.4	0.0	0.0	38.5
detention <u>plus</u> treatment	7	57.1	28.6	14.3	0.0	0.0
Teacher Supervisors						
detention <u>only</u>	6	50.0	33.3	0.0	0.0	16.7
detention <u>plus</u> treatment	6	50.0	0.0	33.3	0.0	16.7
Teachers						
detention <u>only</u>	37	56.8	13.5	2.7	5.4	21.6
detention <u>plus</u> treatment	19	63.2	5.3	5.3	0.0	26.3
Composite	88	55.7	13.6	5.7	2.3	22.7

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable

The reader will note in Tables 29 and 30 that respondent support for this objective as being "essential" to a detention only program was 46.6% (Table 29) and for a detention plus treatment program was 55.7% (Table 30). Teachers of detention plus treatment facilities supported it for either type of facility with a percentage of 63.2. The composite combination of "essential" responses and "highly desirable" responses was 64.8% for detention only facilities (Table 29) and 69.3% for detention plus treatment facilities (Table 30). When "desirable" responses were added to "essential" and "highly desirable" responses, the composite desirability support became 81.9% for detention only facilities (Table 29) and 75% for detention plus treatment facilities (Table 30). This strength of support was consistent with the support given to the affective domain as an element of educational purpose discussed earlier.

Tables 31 and 32 display the data showing respondent support for the statement that an objective of youth home educational program is "to create a positive attitude toward life and the pursuit of academic excellence."

Table 31

Percent of Support for the Statement that an Objective of the Educational Program in a Facility Providing Secure Detention only is "To Create a Positive Attitude Toward Life and the Pursuit of Academic Excellence."

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	23.1	23.1	38.5	0.0	15.4
detention <u>plus</u> treatment	7	42.9	0.0	14.3	0.0	42.9
Teacher Supervisors						
detention <u>only</u>	6	33.3	50.0	16.7	0.0	0.0
detention <u>plus</u> treatment	6	16.7	33.3	33.3	0.0	16.7
Teachers						
detention <u>only</u>	37	37.8	21.6	24.3	2.7	13.5
detention <u>plus</u> treatment	19	42.1	5.3	21.1	5.3	26.3
Composite	88	35.2	19.3	25.0	2.3	18.2

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable

Table 32

Percent of Support for the Statement that an Objective of the Educational Program in a Facility Providing both Secure Detention and Residential Treatment is "To Create a Positive Attitude Toward Life and the Pursuit of Academic Excellence."

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	30.8	23.1	0.0	0.0	46.2
detention <u>plus</u> treatment	7	42.9	28.6	0.0	14.3	14.3
Teacher Supervisors						
detention <u>only</u>	6	50.0	16.7	16.7	0.0	16.7
detention <u>plus</u> treatment	6	16.7	50.0	16.7	0.0	16.7
Teachers						
detention <u>only</u>	37	37.8	32.4	5.4	5.4	18.9
detention <u>plus</u> treatment	19	47.4	10.5	5.3	5.3	31.6
Composite	88	38.6	26.1	5.7	4.6	25.0

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable

The respondents supported this objective with an "essential" rating of 35.2% for detention only facilities (Table 31) and 38.6% for detention plus residential treatment facilities (Table 32). The composite support for "essential" added to composite support for "highly desirable" was 54.5% for detention only facilities (Table 31) and 64.7% for detention plus treatment facilities (Table 32). When composite support for "essential," "highly desirable," and "desirable" ratings were all combined, the support for some degree of desirability for this objective became 79.5% for detention only programs (Table 31) and 70.4% for detention plus treatment programs (Table 32). Thirty-three (58.9%) of the fifty-six respondents who worked in detention only facilities considered the objective either "essential" or "highly desirable," while twenty (62.5%) of the thirty-two respondents whose work was with detention plus treatment facilities viewed it that way.

The data for the support of the statement that an objective of an educational program for detention facilities is "to find and to expand areas of student interests" are presented in Tables 33 and 34.

Table 33

Percent of Support for the Statement that an Objective of the Educational Program in a Facility Providing Secure Detention only is "To Find and to Expand Areas of Student Interest."

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	7.7	53.9	30.7	0.0	7.7
detention <u>plus</u> treatment	7	57.1	14.3	0.0	0.0	28.6
Teacher Supervisors						
detention <u>only</u>	6	16.7	50.0	16.7	0.0	16.7
detention <u>plus</u> treatment	6	16.7	16.7	50.0	0.0	16.7
Teachers						
detention <u>only</u>	37	18.9	43.2	24.3	2.7	10.8
detention <u>plus</u> treatment	19	5.3	31.6	36.8	0.0	26.3
Composite	88	17.1	38.6	27.3	1.1	15.9

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable

Table 34

Percent of Support for the Statement that an Objective of the Educational Program in a Facility Providing both Secure Detention and Residential Treatment is "To Find and to Expand Areas of Student Interest."

Group	N	Desirability Rating				N/R
		1	2	3	4	
Superintendents						
detention <u>only</u>	13	23.1	15.4	15.4	0.0	46.2
detention <u>plus</u> treatment	7	57.1	28.6	14.3	0.0	0.0
Teacher Supervisors						
detention <u>only</u>	6	16.7	66.7	0.0	0.0	16.7
detention <u>plus</u> treatment	6	33.3	50.0	0.0	0.0	16.7
Teachers						
detention <u>only</u>	37	35.1	27.0	18.9	0.0	18.9
detention <u>plus</u> treatment	19	26.3	26.3	15.8	5.3	26.3
Composite	88	31.8	29.6	14.8	1.1	22.7

Legend:

N = number in group
 1 = essential
 2 = highly desirable
 3 = desirable

4 = unimportant or
 does not apply
 N/R = no response or
 unuseable

The respondents did not give strong support for this objective as being "essential" to a youth home educational program in either type of facility. However, when the "essential" responses and the "highly desirable" responses were combined, there was a 55.7% composite support for this objective for programs in detention only facilities (Table 33) and a 61.4% composite support for programs in detention plus treatment facilities (Table 34). Some degree of desirability for this objective was supported by 83% for detention only facilities (Table 33) and 76.2% for detention plus treatment facilities (Table 34).

"Other" statements submitted by respondents were:

- 1) "to assist in assuring proper postdetention educational placement."
- 2) "to provide remediation to those enrolled in school who are obviously below grade level through the use of machines."
- 3) "to identify students eligible for special education services."
- 4) "to give students insight into vocational trade skills."
- 5) to provide "feedback to local schools."
- 6) "to demonstrate to some kids that teaching isn't all insensitive, irrelevant, and impossible."
- 7) "to return information to schools regarding students' talents, interests, functioning levels and special needs."
- 8) "to provide daily structure."

- 9) "to identify hindrances to learning."
- 10) to provide "a variety of activities (academic, art, P.E., industrial arts, etc.) at which the student can be successful and build up self-concept."

B. Target Persons

How should the youths who attend school in detention facilities be regarded as to educational needs? This is an important question because its answer determines: (1) the type of teacher needed, and (2) the kind of methods and materials which are appropriate.

Respondents were asked in the survey instrument to indicate whether or not they considered the students in a detention home school to be "normal," "educationally handicapped," or a combination of "normal" and "educationally handicapped." In other words, should detention home schools be operated as regular school programs, or, should they be operated as special education programs? Possibly this question may seem superfluous to the reader because the detention homes of some states are currently mandated as special education institutions under existing state school codes. However, the author's purpose was to gather opinions as to whether or not this is the way it should be.

Table 35 gives the data showing how respondents expressed themselves regarding the special education status of youth home populations.

Table 35

Percent of Responses to the Question as to Whether or Not Detention Home Populations should be Regarded as: "Normal," "Educationally Handicapped" (EH), or a combination of "Normal" and "Educationally Handicapped."

Group	N	Normal	EH	Combination
Superintendents				
detention <u>only</u>	13	0.0	0.0	100.0
detention <u>plus</u> treatment	7	14.3	14.3	71.4
Teacher Supervisors				
detention <u>only</u>	6	16.7	16.7	66.7
detention <u>plus</u> treatment	6	33.3	0.0	66.7
Teachers				
detention <u>only</u>	37	2.7	5.4	91.9
detention <u>plus</u> treatment	19	10.5	0.0	89.5
Composite	88	8.0	4.5	87.5

Legend:

N = number in group

Data shown in Table 35 leave little doubt about the way superintendents, teacher supervisors and teachers of both types of facilities viewed their students. By a composite

response of 87.5% they considered their student populations to be made up of both "normal" and "educationally handicapped" persons. All of the detention only superintendents and about 90% of the teachers of both types of facilities responded in that way.

Many of the detention home personnel surveyed were working in programs complying with the special education sections of state school codes. The data presented in Table 35 support the conclusion that detention home educational programs should indeed be regarded as a function of special education.

Respondents who took the position that youth home residents were to be regarded as educationally handicapped were asked to indicate their opinions as to the nature of the handicap. They were asked to check the response(s) which they believed to be applicable. Options presented on the survey instrument were some typical special education categories such as: "educable mentally handicapped," "learning disabled," and "socially maladjusted and/or emotionally disturbed." They were also given the option of indicating "other" if they considered it appropriate. There were 54 respondents to this item. The data for their opinions are presented in Table 36.

Table 36

Percent of Response to the Question as to the Nature of the Educational Handicap Found in Youth Home Populations.

Group	N	EMH	LD	SM/ED	O
Superintendents					
detention <u>only</u>	9	0.0	33.3	100.0	11.1
detention <u>plus</u> treatment	4	0.0	25.0	100.0	0.0
Teacher Supervisors					
detention <u>only</u>	4	0.0	25.0	100.0	0.0
detention <u>plus</u> treatment	2	0.0	0.0	100.0	0.0
Teachers					
detention <u>only</u>	27	22.2	33.3	92.6	7.4
detention <u>plus</u> treatment	8	12.5	12.5	87.5	12.5
Composite	54	13.0	27.8	94.4	7.4

Note. Respondents sometimes checked more than one item; hence, horizontal percentages will not necessarily total 100.

Legend:

N = number in group
 EMH = educable mentally handicapped
 LD = learning disabled
 SM/ED = socially maladjusted and/ or emotionally disturbed
 O = "other"

It is apparent from Table 36 that all, or most of, the personnel who responded to this question from both types of facilities considered the prevailing handicap to be "social maladjustment and/or emotional disturbance." Several of those who gave an "other" response commented that they considered some students to be handicapped in a combination of ways.

C. Personnel

In considering what detention home education should be like, certain questions arise concerning the personnel involved. What are the educational qualifications of teachers? What personal traits or abilities should they possess? Who should employ them and pay their salaries? What should be the teacher-pupil ratio? Should teachers be permitted to "moonlight"? How should the line staff be involved in school? Should volunteers be used and, if so, go through an in-service training period? Should there be someone on the educational staff certified in guidance? These are questions which recipients of the questionnaire were asked to answer.

Table 37 sets forth the data concerning the certification that should be required of those who teach in a youth home.

Table 37

Percent of Response to the Question as to the Certification that Teachers in Detention Home Schools Should Have.

Group	N	R	A	C
Superintendents				
detention <u>only</u>	13	30.2	46.2	84.6
detention <u>plus</u> treatment	7	28.6	57.2	57.2
Teacher Supervisors				
detention <u>only</u>	6	16.7	66.7	66.7
detention <u>plus</u> treatment	6	33.3	16.7	83.3
Teachers				
detention <u>only</u>	37	35.1	46.0	56.8
detention <u>plus</u> treatment	19	36.8	26.3	73.7
Composite	88	33.0	42.1	55.7

Note. Some respondents responded to more than one item; hence, the horizontal percentages will not necessarily equal 100.

Legend:

- N = number in group
- R = regular certification: grades 6-12
- A = approved to teach in reimbursable special education programs
- C = fully certified in special education

Many of the respondents checked both "certified to teach grades 6-12", which would be required of all teachers at the high school level, and one of the two other categories. It is clear from Table 37 that the respondents viewed it as important that a detention home teacher be prepared in special education at least to the extent of having had basic core courses in that area. The majority indicated that they viewed full certification in special education as important. Superintendents of detention only facilities were stronger in this than were their counterparts in facilities having residential treatment. However, educational personnel associated with facilities having residential treatment were much more decisively in favor of this requirement than their counterparts in detention only facilities.

In order to gather opinions concerning the question of which personal traits or abilities youth home teachers should possess in order to be effective, the persons surveyed were asked to select what they considered to be the five most important areas in ranked order. (See Appendix D, Questionnaire, p.174). Table 38 presents the number of responses given by superintendents, teacher supervisors, and teachers to various teacher traits/abilities as being among the five most important to have in order to be effective in detention home teaching.

Table 38

Number of Respondents Who Considered Specific Teacher Traits/Abilities Among the Five Most Important for a Detention Home Teacher to Have to be Effective in the Detention Home Setting.

Teacher traits/abilities	<u>D only</u>			<u>D plus t</u>			Comp.
	S	TS	T	S	TS	T	
Flexibility	9	3	23	3	5	13	56
Ability to work with others	7	1	15	2	6	8	39
Patience	9	2	18	5	3	15	52
Management ability	4	0	11	0	3	6	24
Diagnosis ability	6	0	10	2	3	8	29
Ability to be a strong authority figure	1	0	5	0	0	4	10
Ability to teach subject matter	7	0	20	5	6	9	47
Strong personality	5	0	13	3	0	3	24
Coordination	1	0	2	0	0	0	3
Creativity	6	2	11	5	2	3	29
Imagination	4	3	4	0	0	2	13
Empathy	2	1	12	3	2	10	30
Compassion	1	2	5	0	0	2	10

Legend:

S = superintendent
 TS = teacher supervisors
 T = teachers

D only = detention only
D plus T = detention plus treatment
 Comp. = composite

The reader will observe from Table 38 that, as a composite group, the respondents identified flexibility, patience, ability to teach subject matter, ability to work with others, and empathy as the five most important teacher traits/abilities. The five traits/abilities most frequently checked by detention only personnel were flexibility, patience, ability to teach subject matter, and creativity. Educational personnel within these institutions chose the same traits/abilities in the same order except that empathy received the same support as creativity. The detention plus treatment personnel identified patience, flexibility, ability to teach subject matter, ability to work with others and empathy as the five most important teacher traits/abilities. Educational personnel within these institutions identified the same traits/abilities in the same order of importance.

Gazda (1973, pp. 9-27) cited several major studies of the effectiveness of teachers in regular schools. Characteristics that came up in this research included: cooperativeness; being democratic in attitudes; kindness; understanding of others; patience and flexibility.

Respondents were asked to rank their first five choices of teacher traits/abilities. It may be of interest to the reader to observe the data for the number of responses given the rank of first place among the traits/abilities checked by the respondents. Table 39 contains the data for those responses.

Table 39

Number of Respondents Who Ranked First in Importance Various Traits /Abilities Which Detention Home Teachers Should Have to be Effective.

Teacher traits/abilities	<u>D only</u>			<u>D plus t</u>			Comp.
	S	TS	T	S	TS	T	
Flexibility	1	2	10	1	1	1	16
Ability to work with others	1	0	5	0	2	4	12
Patience	2	0	4	2	0	3	11
Management ability	1	0	2	0	1	1	5
Diagnosis ability	0	0	1	0	1	1	3
Ability to be a strong authority figure	0	0	0	0	0	1	1
Ability to teach subject matter	2	0	2	1	1	1	7
Strong personality	1	0	3	0	0	1	5
Coordination	0	0	0	0	0	0	0
Creativity	2	1	0	2	0	0	5
Imagination	1	0	0	0	0	0	1
Empathy	0	0	2	0	0	2	4
Compassion	0	0	1	0	0	1	2

Legend:

S = superintendents
 TS = teacher supervisors
 T = teachers

D only = detention only
D plus t = detention plus
 treatment
 Comp. = composite

It can be seen in Table 39 that the trait or ability that received the most first place rankings was flexibility. Next, in order, came ability to work with others, patience, and ability to teach subject matter. Management ability, strong personality figure, and creativity received equal, but not very strong, support for fifth place.

It is interesting that no matter how the data were looked at, flexibility was the trait that received the most respondent support. In a review of a study by Flanders, Gazda (1973, p.1) writes:

Flanders observed that students who learned the most and scored the highest on classroom attitude scales had teachers who were flexible in their patterns of influence - they were direct or indirect appropriate to the particular situation encountered. The teachers who demonstrated less latitude in shifting their interaction styles to meet the needs of students were judged unsuccessful.

The respondents were asked to identify who they thought should be formally responsible for the program. Table 40 displays the data for the response which they made to this question.

Table 40

Percent of Response on the Question as to Who Should Be Formally Responsible for the School Program in a Detention Home.

Group	N	DF	LSB	Both	Either	N/R
Superintendents						
detention <u>only</u>	13	23.1	69.2	7.7	0.0	0.0
detention <u>plus</u> treatment	7	28.6	71.4	0.0	0.0	0.0
Teacher Supervisors						
detention <u>only</u>	6	33.3	66.7	0.0	0.0	0.0
detention <u>plus</u> treatment	6	16.7	83.3	0.0	0.0	0.0
Teachers						
detention <u>only</u>	37	2.7	86.5	2.7	2.7	5.4
detention <u>plus</u> treatment	19	15.8	84.2	0.0	0.0	0.0
<u>Composite</u>	88	13.6	80.7	2.3	1.1	2.3

Legend:

N = number in group
DF = detention facility

LSB = local school board
N/R = no response or
unuseable

Table 40 indicates that 80.7% of the respondents considered the local school board to be the agency which should be responsible for detention home education. These were asked to give their opinions as to whether or not detention

home teachers should be placed on the same salary schedule as other teachers in the district. Table 41 presents the data to show how the respondents expressed their opinions on this question.

Table 41

Percent of Response Supporting Detention Home Teachers Being Placed on the Same Salary Schedule as Other Teachers in the School District.

Group	N	Yes	No	N/R
Superintendents				
detention <u>only</u>	9	77.8	11.1	11.1
detention <u>plus</u> treatment	5	100.0	0.0	0.0
Teacher Supervisors				
detention <u>only</u>	4	75.0	25.0	0.0
detention <u>plus</u> treatment	5	100.0	0.0	0.0
Teachers				
detention <u>only</u>	32	84.4	12.5	3.1
detention <u>plus</u> treatment	16	87.5	12.5	0.0
Composite	71	85.9	11.3	2.8

Note. Only those who favored teachers being employed by the local school board (Table 40) responded to this question.

Legend:

N = number in group

N/R = no response or
unuseable

The reader will observe from Table 41 that there was an overwhelming support for detention home teachers being placed on the same salary schedule as other teachers in the school district. There was a composite response of 85.9% in favor of this policy. Teachers of both types of facilities were about equally in favor of it. There was a percentage of 84.8 for detention only teachers and of 87.5 for detention plus treatment facilities. Superintendents and teacher supervisors of the latter facilities were unanimous in this opinion. Several respondents commented that if the school year is extended beyond the regular school year of the school district, the extra days should be compensated for accordingly.

Since many detention home schools are operated as special education programs, the author felt it was important to consider teacher-pupil ratio. Recipients of the survey questionnaire were asked to express their opinions by choosing from among several options. Table 42 gives the data on how the respondents dealt with the question as to what should be the maximum teacher-pupil ratio for a detention home school.

Table 42

Percent of Response to the Question as to What Should Be Considered the Maximum Teacher-Pupil Ratio in a Detention Home School.

Group	N	Maximum teacher pupil ratio			N/R
		5	10	Other	
Superintendents					
detention <u>only</u>	13	30.8	61.5	7.7	0.0
detention <u>plus</u> treatment	7	0.0	57.1	28.6	14.3
Teacher Supervisors					
detention <u>only</u>	6	33.3	33.3	33.3	0.0
detention <u>plus</u> treatment	6	0.0	100.0	0.0	0.0
Teachers					
detention <u>only</u>	37	18.9	67.6	10.8	2.7
detention <u>plus</u> treatment	19	26.3	57.9	15.8	0.0
Composite	88	20.5	63.6	13.6	2.3

Legend:

N = number in group

N/R = no response or unuseable

It can be seen from Table 42 that 63.6% of the respondents considered the maximum teacher-pupil ratio to be 1 to 10. There was a percentage of 20.5 of the respondents who believed that it should be as low as 1 to 5.

Hughes (1972, p. 37) reported that 80.7% of the homes which responded to his survey permitted "moonlighting" by educational personnel. It was believed by the author that it would be well to get the opinions of the superintendents, teacher supervisors, and teachers surveyed in this current

study as to whether they thought it should be permitted and, if so, restricted. Tables 43 and 44 present the data for their response.

Table 43

Percent of Response for Respondent Opinions as to Whether Teachers in Detention Facilities Should Be Permitted to "Moonlight."

Group	N	Yes	No	N/R
Superintendents				
detention <u>only</u>	13	69.2	23.1	7.7
detention <u>plus</u> treatment	7	85.7	14.3	0.0
Teacher Supervisors				
detention <u>only</u>	6	83.3	0.0	16.7
detention <u>plus</u> treatment	6	83.3	16.7	0.0
Teachers				
detention <u>only</u>	37	75.7	10.8	13.5
detention <u>plus</u> treatment	19	78.9	15.8	5.3
Composite	88	77.3	13.6	9.1

Legend:

N = number

N/R = no response or unuseable

Table 44

Percent of Response by Those Favoring the Permission of "Moonlighting" by Detention Home Teachers (Table 43) to the Question as to Whether or Not It Should Be Limited.

Group	N	Yes	No	N/R
Superintendents				
detention <u>only</u>	9	66.7	33.3	0.0
detention <u>plus</u> treatment	6	83.3	16.7	0.0
Teacher Supervisors				
detention <u>only</u>	5	40.0	60.0	0.0
detention <u>plus</u> treatment	5	60.0	40.0	0.0
Teachers				
detention <u>only</u>	28	21.4	71.4	7.1
detention <u>plus</u> treatment	15	0.0	100.0	0.0
Composite	68	32.4	64.7	2.9

Legend:

N = number in group

N/R = no response or unuseable

The reader will note from Table 43 that 77.3% of the respondents said that "moonlighting" should be permitted. This closely approximates the percentage of homes reported by Hughes (1972) as actually permitting the practice. In Table 44, it should be noted that of the composite group of 68 who answered "yes" to the practice of "moonlighting"

being permitted (Table 43), only 32.4% said that it should be limited. (Hughes found in 1972 that 50% of the homes which responded to his survey did, in fact, limit "moonlighting.") There were 64.7% of the respondents (Table 44) who said that it should not be limited. However, it should be noted that there was a considerable difference as to how subgroups of personnel responded to this question. Superintendents were strongly in favor of setting limits. Many commented to the effect that "moonlighting" should be permitted only if it did not interfere with the job. Educational supervisors were about evenly divided in their opinions as to whether or not it should be limited. Teachers, however, were strongly in favor of no limits being set.

Respondents were asked to express their opinions on what the involvement of line staff should be in detention home education. They were given the choice of three options: the use of line staff in a paraprofessional capacity as teacher's aides in addition to their security maintaining function; the use of line staff for security only; or not using line staff at all. Table 45 shows the data for the response of detention home superintendents, teacher supervisors and teachers to this item.

Table 45

Percent of Response to the Question as to How
Line Staff Should Be Involved in a Detention
Home Educational Program.

Group	N	Teacher Aides plus Security	Security only	Not be used	N/R
Superintendents					
detention <u>only</u>	13	69.2	30.8	0.0	0.0
detention <u>plus</u> treatment	7	71.4	14.3	14.3	0.0
Teacher Supervisors					
detention <u>only</u>	6	50.0	33.3	16.7	0.0
detention <u>plus</u> treatment	6	66.7	33.3	0.0	0.0
Teachers					
detention <u>only</u>	37	48.7	37.8	0.0	13.5
detention <u>plus</u> treatment	19	63.2	26.3	0.0	10.5
Composite	88	58.0	31.8	2.3	8.0

Legend:

N = number in group

N/R = no response or unuseable

As a composite group, 58% of the respondents supported the use of line staff as paraprofessionals as well as for security in detention home schools. The personnel associated with secure detention only facilities were less supportive

(53.6%) than were their counterparts in detention plus treatment facilities (65.6%). (See Appendix F, Table C) There were 35.7% of the secure detention only personnel who said that they should be used for security only compared to 25% of those from detention plus treatment facilities who responded that way (See Appendix F, Table C). Teachers who work in secure detention only facilities supported the use of line staff as paraprofessionals with a percentage of 48.7 while teachers in detention plus treatment institutions supported it with a percentage of 63.2 (Table 45).

Volunteers make up another group of paraprofessionals that can be utilized in a detention home school program. Respondents were asked to express their opinions as to whether or not volunteers should be used in the program and, if so, how they should be used. Also, they were asked to express their opinions as to whether or not volunteers, if used, should undergo an in-service training program.

Table 46 presents the data to indicate the thinking of respondents about whether or not volunteers should be used.

Table 46

Percent of Support for the Use of Volunteers
in a Detention Home Educational Program.

Group	N	Yes	No	N/R
Superintendents				
detention <u>only</u>	13	92.3	7.7	0.0
detention <u>plus</u> treatment	7	100.0	0.0	0.0
Teacher Supervisors				
detention <u>only</u>	6	83.3	16.7	0.0
detention <u>plus</u> treatment	6	66.7	33.3	0.0
Teachers				
detention <u>only</u>	37	78.4	16.2	5.4
detention <u>plus</u> treatment	19	78.9	21.1	0.0
Composite	88	81.8	15.9	2.3

Legend:

N = number in group

N/R = no response or unuseable

It may be observed from Table 46 that there was very strong support by the respondents in favor of the use of volunteers in detention home school programs. Only 15.9% of the composite group said that they should not be used at all.

Those who responded that they favored the use of volunteers were asked to express their opinions as to how they should be used. Table 47 shows the data for these opinions.

Table 47

Percent of Support Given to Ways that Volunteers Should Be used in Detention Home Education by Those Respondents Who Favored Their Use.

Group	N	TRS	VS	"other" ways
Superintendents				
detention <u>only</u>	12	66.7	75.0	25.0
detention <u>plus</u> treatment	7	85.7	71.4	42.9
Teacher Supervisors				
detention <u>only</u>	5	80.0	60.0	40.0
detention <u>plus</u> treatment	4	100.0	75.0	50.0
Teachers				
detention <u>only</u>	29	79.3	48.3	20.7
detention <u>plus</u> treatment	15	46.6	33.3	40.0
Composite	72	72.2	54.2	30.6

Note. Respondents could respond to more than one item; hence, the horizontal lines will not necessarily total 100%.

Legend:

N = number in group
TRS = assist: teaching
remedial skills

VS = assist: vocational
subjects

It can be seen from Table 47 that there was strong support among respondents for the use of volunteers in the teaching of remedial skills (72.2%). Individual groups supported it strongly with the exception of detention plus treatment teachers (46.6%).

Superintendents and teacher supervisors were in favor of using volunteers for vocational subjects by a percentage ranging from 60 to 75. However, only 48.3% of the teachers from detention only facilities favored it, and only 33.3% of the teachers from detention plus treatment facilities favored it.

There were 30.6% of the respondents who favored the use of volunteers in "other" ways. Suggestions made by respondents for "other" uses included such things as:

1. help with group discussions
2. help with outings; field trips
3. do individual tutoring as necessary
4. help with crafts; hobbies
5. help according to their skills
6. help "wherever helpful or skilled"
7. help "with anything, everything"
8. help with "planned" special activities
9. help "with whatever teachers need at the time"
10. help with physical education
11. "be someone to listen"

Table 48 displays the data showing how respondents expressed their opinions on the question of whether or not volunteers should undergo an in-service training program.

Table 48

Percent of Response to the Question as to Whether or Not Volunteers in a Detention Home School Program Should Undergo an In-Service Training Program.

Group	N	Yes	No	N/R
Superintendents				
detention <u>only</u>	13	100.0	0.0	0.0
detention <u>plus</u> treatment	7	100.0	0.0	0.0
Teacher Supervisors				
detention <u>only</u>	6	83.3	0.0	16.7
detention <u>plus</u> treatment	6	83.3	0.0	16.7
Teachers				
detention <u>only</u>	37	78.4	2.7	18.9
detention <u>plus</u> treatment	19	84.2	0.0	15.8
Composite	88	85.2	1.1	13.6

Legend:

N = number in group

N/R = no response or unuseable

The data in Table 48 indicate that the respondents strongly favored having volunteers, if used, undergo an in-service training program. Hughes (1972, p. 58) reported that only 30% of the homes which responded to his survey actually had an in-service training program for volunteers.

It is hoped that the strong support of the respondents, as seen in Table 48, can be taken as an indication that such programs are on the increase.

The recipients of the questionnaire were also asked to indicate whether or not there should be at least one person on the educational staff certified in guidance counseling. The way the respondents handled this question is exhibited in Table 49.

Table 49

Percent of Response to the Question as to Whether or Not there Should be at Least One Person on the Educational Staff Certified in Guidance.

Group	N	Yes	No	N/R
Superintendents				
detention <u>only</u>	13	61.5	30.8	7.7
detention <u>plus</u> treatment	7	57.1	42.9	0.0
Teacher Supervisors				
detention <u>only</u>	6	83.3	16.7	0.0
detention <u>plus</u> treatment	6	33.3	66.7	0.0
Teachers				
detention <u>only</u>	37	67.6	27.0	5.4
detention <u>plus</u> treatment	19	79.0	21.0	0.0
Composite	88	67.1	29.6	3.4

Legend:

N = number in group

N/R = no response or unuseable.

The reader will note from Table 49 that 67.1% of the composite group of respondents said that there should be a person certified in guidance on the educational staff of detention home schools. More than 60% of all subgroups at detention only facilities took that position. At detention plus treatment institutions, the teacher supervisors were not too supportive (33.3%). However, 57.1% of the superintendents and 79% of the teachers of these institutions favored this point of view.

D. Procedures

Under this aspect, opinions were gathered as to the amount of time school should be in session per year and per day; the ideal length of class periods; the best way to keep educational files; the proper relationship of a detention home school to a student's home school; what attendance requirements should be; and what should be the policies on homework, testing and grade reporting. Tables 50 through 58 will report the data for how respondents expressed themselves on these procedural matters.

The opinions of respondents as to how many weeks a year a detention home school should be in operation per year is presented in Table 50.

Table 50

Percent of Response to the Question as to How
Many Weeks a Youth Home School Should Be in
Session Per Year.

Group	N	Weeks	Per	Year	N/R
		36	52	"Other"	
Superintendents					
detention <u>only</u>	13	7.7	76.9	15.4	0.0
detention <u>plus</u> treatment	7	0.0	57.1	28.6	14.3
Teacher Supervisors					
detention <u>only</u>	6	33.3	66.7	0.0	0.0
detention <u>plus</u> treatment	6	0.0	33.3	66.7	0.0
Teachers					
detention <u>only</u>	37	29.7	51.1	18.9	0.0
detention <u>plus</u> treatment	19	15.8	57.9	26.3	0.0
Composite	88	19.3	56.8	22.7	1.1

Legend:

N = number in group

N/R = no response or unuseable

Table 50 indicates that there was considerable support (56.8%) given by respondents for a 52-week school year for detention homes. Detention only superintendents were strongest in this opinion (76.9%). When the percentage given to "other" (some extension of a 36-week school year) was combined with that for a 52-week school year, 79.5%

of the respondents favored something longer than the usual 36-week regular school year. Suggestions offered by respondents for "other" included a school year of 40, 41, 42, 45, 46, 48 or 50 weeks.

Table 51 sets forth the data disclosing respondent opinions on the ideal length of time that school should be in session per day.

Table 51

Percent of Response to the Question as to What is the Ideal Length of the Detention Home School Day.

Group	N	Hours Per Day			
		4	5	6	"Other"
Superintendents					
detention <u>only</u>	13	7.7	53.9	38.5	0.0
detention <u>plus</u> treatment	7	28.6	28.6	42.9	0.0
Teacher Supervisors					
detention <u>only</u>	6	0.0	50.0	50.0	0.0
detention <u>plus</u> treatment	6	0.0	66.7	33.3	0.0
Teachers					
detention <u>only</u>	37	10.8	54.1	29.7	5.4
detention <u>plus</u> treatment	19	21.1	36.8	31.6	10.5
Composite	88	12.5	48.7	34.1	4.6

Legend:

N = number in group

There was no really decisive composite opinion to be seen in Table 51. There was more support for a 5-hour day than for any other option (48.7%). Personnel from secure detention only facilities supported a 5-hour school day by a percentage of 53.6 and a 6-hour school day by a percentage of 33.9 (See Appendix F: Table D). Personnel in detention plus treatment facilities supported a 5-hour school day with a percentage of 40.6 and a 6-hour school day with a percentage of 34.4 (See Appendix F, Table D). The composite combined support (Table 51) for a 5-hour day and a 6-hour day was 82.8%. Thus the support for a school day of from five to six hours in length was very strong.

When a decision has been made concerning the length of the school day, another question remains as to the ideal length of a class period in a detention home school. Recipients of the questionnaire were asked to express their opinions on this by choosing among several options: 35, 40, 45, 50, 55 and 60 minutes per period. Table 52 gives the data revealing the way the respondents expressed their opinions on this item. The response for 35, 55, and 60 minute periods was combined and expressed under "other."

Table 52

Percent of Response to the Question as to What
is the Ideal Length of a Class Period in a
Detention Home School.

Group	N	Minutes	Per	Class	Period
		40	45	50	"Other"
Superintendents					
detention <u>only</u>	13	23.1	30.8	23.1	23.1
detention <u>plus</u> treatment	7	57.1	14.3	28.6	0.0
Teacher Supervisors					
detention <u>only</u>	6	33.3	33.3	0.0	33.3
detention <u>plus</u> treatment	6	0.0	50.0	50.0	0.0
Teachers					
detention <u>only</u>	37	13.5	37.8	16.2	32.4
detention <u>plus</u> treatment	19	10.5	26.8	31.6	21.1
Composite	88	18.2	35.2	22.7	23.9

Legend:

N = number in group

It will be noted from Table 52 that the respondents did not render a decisive composite opinion on this issue. There were more (35.2%) who supported a 45-minute class period than any other. A 50-minute class period was supported by 22.7% of the respondents while 18.2% supported a class period of 40 minutes. About the only conclusion that can be drawn from the data is that respondents supported a school period of from 40 to 50 minutes in length.

The recipients of the questionnaire were given an opportunity to indicate their thinking on how educational files should be kept in a youth home. Table 53 lists the percentages of response to three options: independent of youth home files, with youth home files, or either procedure is acceptable.

Table 53

Percent of Response to the Question as to How Educational Files Should Be Kept in a Detention Home School.

Group	N	I	W	E
Superintendents				
detention <u>only</u>	13	69.3	7.7	23.1
detention <u>plus</u> treatment	7	28.6	42.9	28.6
Teacher Supervisors				
detention <u>only</u>	6	33.3	0.0	66.7
detention <u>plus</u> treatment	6	83.3	0.0	16.7
Teachers				
detention <u>only</u>	37	51.4	10.8	37.8
detention <u>plus</u> treatment	19	31.6	36.8	31.6
Composite	88	48.9	17.1	34.1

Legend:

N = number in group

I = independent of the youth
home filesW = with youth home
files

E = either is acceptable

The reader will note from Table 53 that 48.9% of the composite response was for educational files to be kept independently of youth home files. There were a number of respondents (34.1%) who said that it did not matter; that either method was acceptable. If the percentages of those who favored independent files are combined with those who said that either method was acceptable, it may be concluded that 83% of the respondents believed that files should or could be kept independently. On the other hand, if the support for keeping the educational files with youth home files (17.1%) is combined with the support for "either acceptable", it may be concluded that only 51.2% of the respondents believed that the educational files should or could be kept together with the youth home files. Personnel working in detention only facilities were stronger in their support of educational files being kept independently than were the personnel working in detention plus treatment facilities (see Appendix F, Table E).

Table 54 contains the data showing the way the superintendents, teacher supervisors, and teachers responded to the question of whether or not a close relationship should be maintained with a student's home school.

Table 54

Percent of Response to the Question as to Whether or Not a Close Relationship Should Be Maintained with the Student's Home School.

Group	N	Yes	No	N/R
Superintendents				
detention <u>only</u>	13	76.9	15.4	7.7
detention <u>plus</u> treatment	7	100.0	0.0	0.0
Teacher Supervisors				
detention <u>only</u>	6	100.0	0.0	0.0
detention <u>plus</u> treatment	6	100.0	0.0	0.0
Teachers				
detention <u>only</u>	37	81.1	8.1	10.8
detention <u>plus</u> treatment	19	94.7	0.0	5.3
Composite	88	87.5	5.7	6.9

Legend:

N = number in group

N/R = no response or unuseable

It should be observed from the data presented in Table 54 that an overwhelming percentage of the respondents indicated that a close relationship should be maintained with a student's home school. All but one of the respondents from detention plus treatment facilities took that position.

Hughes (1972, p.65) reported that 59.7% of the youth homes in the United States responding to his survey had

all children attend school. Recipients of the survey for this current study were asked if attendance should be required of all residents, or merely of those under the age set by state compulsory attendance laws. Table 55 lists the data indicating how the respondents handled this question.

Table 55

Percent of Response for the Question as to Whether or Not Attendance Should Be Required of All Children, or Merely of Those Under the Age Limit Set by State Compulsory Attendance Laws.

Group	N	All	Below legal limits	N/R
Superintendents				
<u>detention only</u>	13	46.1	53.9	0.0
<u>detention plus</u> treatment	7	71.4	14.3	14.3
Teacher Supervisors				
<u>detention only</u>	6	66.7	33.3	0.0
<u>detention plus</u> treatment	6	66.7	33.3	0.0
Teachers				
<u>detention only</u>	37	43.2	56.7	0.0
<u>detention plus</u> treatment	19	79.0	21.1	0.0
<u>Composite</u>	88	56.8	42.1	1.1

Legend:

N = number in group
N/R = no response or
unuseable

The reader will note in Table 55 that 56.8% of the composite group thought that attendance should be required of all residents of youth homes. The personnel of detention plus treatment facilities were much stronger (75%) in this opinion than were those of detention only facilities (46.4%) (See Appendix F; Table F for data presentation by facilities). Teachers in detention plus treatment facilities were of this opinion by a percentage of 79. By contrast, teachers in detention only facilities were for optional attendance for residents who are past the age when attendance is required by law by a percentage of 56.7. The superintendents of detention only facilities were in favor of optional attendance for those over the compulsory attendance limits by a percentage of 53.9. Even though many of the subgroups in Table 55 expressed the opinion that all residents should be required to attend school, it is well to note that Hughes (1972, p.66) stated that "forced school attendance ... prior to adjudication may be illegal" for children beyond the age when they are subject to compulsory school attendance laws.

Table 56 presents the data to show respondent opinions on the matter of whether or not after school homework should be required of all students, be optional for all students, or not be required nor provided for any students.

Table 56

Percent of Respondent Opinions on the Question
as to Whether or Not After School Homework
Should Be Required, Be Optional, or Not Even
Be Provided.

Group	N	R/all	O/all	NR/NP	N/R
Superintendents					
detention <u>only</u>	13	0.0	76.9	23.1	0.0
detention <u>plus</u> treatment	7	28.6	42.9	28.5	0.0
Teacher Supervisors					
detention <u>only</u>	6	0.0	100.0	0.0	0.0
detention <u>plus</u> treatment	6	50.0	50.0	0.0	0.0
Teachers					
detention <u>only</u>	37	8.1	73.0	13.5	5.4
detention <u>plus</u> treatment	19	26.3	52.6	21.1	0.0
Composite	88	14.8	67.1	15.9	2.3

Legend:

N = number in group
R/all= required of all
O/all= optional for all
NR/NP= not required nor provided
N/R= no response or unuseable

The reader will note from Table 56 that 67.1% of the composite group of respondents indicated that there should be an optional homework policy. About 15% of the respondents were of the opinion that it should be required of all in school. On the other hand, about 16% said that it should not be required nor provided. The reader will also note from Table 56 that the percentages in the optional column

for all subgroups associated with detention only facilities were in excess of 70; whereas, the highest percentage in that column for detention plus treatment personnel was that of teachers which was 52.6.

Table 57 gives the data which indicate the opinions of respondents as to whether or not an achievement test should be administered to students as they enter a detention home school program.

Table 57

Percent of Respondent Opinions on the Question
as to Whether or Not an Achievement Test Should
Be Administered to Students Entering a Youth
Home School Program.

Group	N	All	Some	None
Superintendents				
detention <u>only</u>	13	76.9	23.1	0.0
detention <u>plus</u> treatment	7	100.0	0.0	0.0
Teacher Supervisors				
detention <u>only</u>	6	66.7	16.7	16.7
detention <u>plus</u> treatment	6	100.0	0.0	0.0
Teachers				
detention <u>only</u>	37	89.2	2.7	8.1
detention <u>plus</u> treatment	19	100.0	0.0	0.0
Composite	88	89.8	5.7	4.6

Legend:

N = number in group

It will be noted from Table 57 that 89.8% of the composite group of respondents supported the position that an achievement test should be administered to all students in a youth home educational program. It should be noted, too, that personnel associated with facilities providing residential treatment were unanimous in this opinion.

Table 58 sets forth the data giving respondent opinions on the question of whether or not a mental ability test should be given to students in a detention home school.

Table 58

Percent of Respondent Opinions on the Question as to Whether or Not a Mental Ability Test Should Be Administered to Students in a Youth Home School Program.

Group	N	All	Some	None	N/R
Superintendents					
detention <u>only</u>	13	53.9	30.7	7.7	7.7
detention <u>plus</u> treatment	7	85.7	14.3	0.0	0.0
Teacher Supervisors					
detention <u>only</u>	6	33.3	33.3	33.3	0.0
detention <u>plus</u> treatment	6	33.3	66.7	0.0	0.0
Teachers					
detention <u>only</u>	37	43.2	43.2	10.8	2.7
detention <u>plus</u> treatment	19	52.6	36.8	0.0	10.5
Composite	88	48.9	38.6	8.0	4.6

Legend:

N = number in group

N/R = no response or unuseable

The reader will note that in Table 58 only 8% said that mental ability tests should not be used. The others were divided in their opinions about how it should be used. There was a percentage of 48.9 of respondents who said that it should be administered to all, and a percentage of 38.6 said that it should be administered to selected students. There was good support by the subgroups of both types of institutions for giving the test to either all or to selected students who enter youth home schools.

Recipients of the survey were given opportunity to indicate their opinions as to what grade reporting procedures should be practiced. They were given the following options to choose from: 1) a grade report to a student's home school upon release regardless of the time enrolled in the youth home school; 2) a grade report to the sending school after (a) 5 days, (b) 10 days, (c) 15 days, (d) 20 days in a youth home school before release; and 3) a grade report sent out only when requested.

The data for respondent opinions as to what the grade reporting policy of a youth home school should be are contained in Table 59.

Table 59

Percent of Respondent Opinions on the Question of What the
Grade Reporting Policy Should Be in a Detention Home School.

Group	N	Report sent if present at least					On request only	N/R
		1/2 day	5 days	10 days	15 days	20 days		
Superintendents								
detention <u>only</u>	13	23.1	23.1	7.7	15.4	7.7	15.4	7.7
detention <u>plus</u> treatment	7	28.6	28.6	0.0	0.0	14.3	28.6	0.0
Teacher Supervisors								
detention <u>only</u>	6	50.0	0.0	33.3	0.0	0.0	16.7	0.0
detention <u>plus</u> treatment	6	33.3	16.7	16.7	0.0	16.7	16.7	0.0
Teachers								
detention <u>only</u>	37	18.9	2.7	24.3	8.1	21.6	21.6	2.7
detention <u>plus</u> treatment	19	31.6	5.3	21.1	0.0	21.1	21.1	0.0
Composite	88	26.1	9.1	19.3	5.7	17.1	20.5	2.3

Legend:

N = number in group

N/R = no response or unuseable

The reader will observe from Table 59 that there were no decisive opinions expressed by the respondents for any of the options. Approximately 78% of them indicated that a grade report should be sent. About 20% indicated that a grade report should be sent only if requested. About 26% said that a grade report should be sent for any amount of time in the youth home school. The others were divided in their opinion as to whether it should be after a 5-, 10-, or a 20-day minimum of attendance. Of the latter, there was more support (19.3%) for a report to be sent after a minimum of 10 days of school attendance.

E. Program Structure

Opinions were gathered by means of the survey instrument as to the following: a) the amount of individualization that was considered ideal, b) whether or not a behavior program should be utilized, c) what teaching methods and aids should be used, and e) whether or not there should be individual and/or group counseling, or merely discussion groups. If the respondents believed that individual and/or group counseling should be used, they were asked to indicate their opinions as to what the stated objectives for this activity should be.

Every detention home school enrolls students of several grade levels and of a wide variety of achievement levels. Therefore, individualization is necessary. However, decisions must be made as to the degree of individualization that should be practiced. Recipients of the questionnaire were asked to give their opinions as to whether a youth home school program should be completely individualized, partially individualized, or "other." Table 60 displays the data indicating the way respondents answered this question.

Table 60

Percent of Response on the Question as to Whether or Not the Educational Program Should be Completely Individualized, Be Partially Individualized, or "Other."

Group	N	C	P	O
Superintendents				
detention <u>only</u>	13	7.7	92.3	0.0
detention <u>plus</u> treatment	7	42.9	57.1	0.0
Teacher Supervisors				
detention <u>only</u>	6	50.0	50.0	0.0
detention <u>plus</u> treatment	6	33.3	33.3	33.3
Teachers				
detention <u>only</u>	37	27.0	67.6	5.4
detention <u>plus</u> treatment	19	36.8	63.2	0.0
Composite	88	29.6	65.9	4.6

Legend:

N = number in group

C = completely individualized

P = partially individualized

O = "other"

Table 60 shows that there was a composite response of 65.9% supporting the option that a school program should be partially individualized (i.e., some of the time a student will work individually on assignments adapted to his grade and achievement level, and some of the time the student will be involved in group type of activities). Superintendents of detention only facilities were particularly strong (92.3%) and teachers of both types of facilities were fairly strong (67.6% for detention only and 63.2% for detention plus treatment) with these opinions.

Many detention facilities utilize a behavior modification (token economy) program to provide both control and motivation. Recipients of the survey instrument were asked for their opinions as to whether or not they believed such a program should be utilized in a detention facility school program.

Table 61 sets forth the data revealing the manner in which the respondents expressed their opinions on the question, "Should a behavior modification (token economy) program be utilized?"

Table 61

Percent of Response for the Question as to Whether or Not a Behavior Modification (Token Economy) Program Should Be Utilized in a Detention Home School.

Group	N	Yes	No	O	N/R
Superintendents					
detention <u>only</u>	13	69.3	23.1	7.7	0.0
detention <u>plus</u> treatment	7	100.0	0.0	0.0	0.0
Teacher Supervisors					
detention <u>only</u>	6	83.3	16.7	0.0	0.0
detention <u>plus</u> treatment	6	60.0	40.0	0.0	0.0
Teachers					
detention <u>only</u>	37	67.6	16.2	10.8	5.4
detention <u>plus</u> treatment	19	57.9	26.3	10.5	5.3
Composite	88	69.3	19.3	4.5	6.8

Legend:

N = number in group
 O = optional
 N/R = no response or
 unuseable

It should be noted in Table 61 that a strong majority of the respondents gave a "yes" response to the question of whether or not there should be a behavior modification program. The only subgroup that gave less than 60% support was the detention plus treatment teachers whose favorable response was 57.9%.

The curriculum is of primary concern in a detention home school program. When asked what subjects should be taught, the respondents gave their opinions by checking items which they believed should be included in the curriculum both for detention only facilities and for detention plus treatment facilities. Table 62 presents the percent of support given to the items on the list for detention only facilities.

Table 62

Percent of Support Given to Various Subjects for
Inclusion in the Curriculum for a Facility Pro-
viding Detention only.

Subject	<u>d only</u> personnel			<u>d plus t</u> personnel			Comp.
	S N= 13	TS 6	T 37	S 7	TS 6	T 19	
English (Grammar)	61.5	66.7	70.3	42.9	83.3	63.2	65.9
English (Literature)	30.8	66.7	37.8	57.1	16.7	10.5	33.0
Speech	23.1	50.0	24.3	0.0	16.7	5.3	19.3
Mathematics	61.5	50.0	64.7	42.8	83.3	63.2	62.5
Remedial Mathematics	76.9	100.0	81.1	71.4	83.3	84.2	81.8
Remedial Reading	84.6	100.0	89.2	57.1	100.0	79.0	85.2
Vocational Education	30.8	83.3	56.8	42.9	0.0	57.9	50.0
Career Education	46.2	83.3	54.1	14.3	50.0	61.1	52.3
Arts/Crafts	92.3	66.7	75.7	57.1	66.7	66.7	72.7
Typing	7.7	50.0	16.2	0.0	16.7	16.7	15.9
Business and Accounting	0.0	33.3	8.1	0.0	0.0	0.0	5.7
Guidance	46.2	100.0	64.9	42.7	50.0	57.9	60.2
Physical Education	92.3	100.0	86.5	57.1	100.0	89.5	87.5
Health	61.5	100.0	51.1	42.9	66.7	21.1	50.0
Sex Education	30.8	66.6	51.1	28.6	33.3	42.1	45.5
Job Interview Skills	46.1	83.3	54.1	28.6	33.3	36.3	47.7
Consumer Education	46.1	66.6	54.1	42.8	50.0	26.3	44.3
Social Studies	76.9	66.6	67.6	71.4	83.3	42.1	64.8
Science	53.8	33.3	37.8	42.8	33.3	37.8	39.8
Psychology	0.0	33.3	8.1	0.0	0.0	5.3	6.8
G.E.D. Preparation	53.8	66.7	73.0	42.8	50.0	57.9	62.5

Legend:

S = Superintendents
TS = Teacher Supervisors
T = Teachers
N = Number in group

Comp. = Composite
d only = detention only
d plus t = detention plus
treatment

Table 62 indicates that the composite group of respondents gave 60%, or more, of support for the following subjects to be included in the curriculum of detention only facilities:

English Grammar
 Mathematics
 Remedial Mathematics
 Remedial Reading
 Arts/Crafts
 Guidance
 Physical Education
 Social Studies
 G.E.D. Preparation

Among the suggestions given for "other" were: Woodworking, Home Economics, Communication Skills, "Feeling Identification," Language Arts, Shop, and Industrial Arts.

Table 63 gives the data to show the favorable responses for the inclusion of various subjects in the curriculum of detention plus treatment facilities.

Table 63

Percent of Support Given to Various Subjects for Inclusion in the Curriculum for a Facility Providing Detention plus Treatment.

Subject	<u>d only</u> personnel			<u>d plus t</u> personnel			Comp. 88
	S N= 13	TS 6	T 37	S 7	TS 6	T 19	
English (Grammar)	61.5	50.0	91.9	100.0	100.0	73.7	81.8
English (Literature)	61.5	50.0	70.3	57.1	50.0	26.3	55.7
Speech	38.5	66.7	54.1	42.9	33.3	15.8	42.1
Mathematics	61.5	66.7	75.7	85.7	100.0	84.2	77.3
Remedial Mathematics	69.2	83.3	94.6	85.7	100.0	89.5	88.6
Remedial Reading	69.2	83.3	97.3	85.7	100.0	89.5	89.8
Vocational Education	61.5	83.3	83.3	71.4	66.7	73.7	76.1
Career Education	61.5	83.3	75.7	71.4	100.0	78.9	76.1
Arts/Crafts	69.2	66.7	78.4	85.7	100.0	73.7	77.3
Typing	15.4	66.7	37.8	14.3	33.3	26.3	31.8
Business and Accounting	0.0	50.0	24.3	0.0	16.7	5.3	15.9
Guidance	61.5	83.3	86.5	57.1	83.3	73.7	77.3
Physical Education	69.2	83.3	91.9	85.7	100.0	89.5	87.5
Health	61.5	83.3	70.3	85.7	66.7	42.1	64.8
Sex Education	46.2	66.7	75.7	57.1	66.7	52.6	63.6
Job Interview Skills	69.2	83.3	83.3	100.0	66.7	68.4	78.4
Consumer Education	46.2	66.7	86.5	57.1	100.0	47.4	69.3
Social Studies	69.2	66.7	78.4	100.0	100.0	68.4	77.3
Science	53.9	50.0	56.8	85.7	83.3	57.9	60.2
Psychology	7.7	33.3	32.4	28.6	16.7	10.5	22.7
G.E.D. Preparation	61.5	66.7	81.1	85.7	66.7	78.9	76.1

Legend:

S = Superintendents
 TS = Teacher Supervisors
 T = Teachers
 N = Number in group

Comp. = Composite
d only = detention only
d plus t = detention plus treatment

The reader will note in Table 63 that the composite group of respondents gave 60%, or more, of support for the following subjects to be included in the curriculum of a detention plus residential treatment facility:

English Grammar	Physical Education
Mathematics	Health
Remedial Mathematics	Sex Education
Remedial Reading	Job Interview Skills
Vocational Education	Social Studies
Career Education	Science
Arts/Crafts	G.E.D. Preparation
Guidance	Consumer Education

Under "other," the respondents suggested: Communication Skills, "Feeling Identification," Money Management, Woodworking, Home Economics, Work/Study, Industrial Arts, and "a full school curriculum."

Recipients of the questionnaire were asked to identify a number of items which they thought should be utilized as methods or aids in teaching within a detention school program. Table 64 presents the data for how respondents expressed their opinions for detention only facilities.

Table 64

Percent of Favorable Response to the Question
As to What Methods or Aids Should Be Used in
a Detention Home School Program.

Method or Aid	<u>d only</u> personnel			<u>d plus t</u> personnel			Comp. 88
	S N=13	TS 6	T 37	S 7	TS 6	T 19	
Audio-Visual equipment	100.0	100.0	91.9	100.0	100.0	100.0	96.6
Discussion groups	100.0	100.0	89.2	71.4	100.0	84.2	89.8
Programmed instruction	76.9	83.3	59.4	85.7	83.3	68.4	69.3
Individualiz- ation	100.0	100.0	94.6	100.0	100.0	100.0	97.7
Contracts	53.9	100.0	48.7	85.7	66.7	68.4	61.4
Resource speakers	92.3	83.3	70.3	57.1	100.0	79.0	77.3
Field trips	46.2	50.0	43.2	71.4	100.0	68.4	55.7
Educational T.V.	84.6	66.7	62.2	42.9	50.0	68.4	64.8

Legend:

S = Superintendents
TS = Teacher Supervisors
T = Teachers
N = Number in group

Comp. = Composite
d only = detention only
d plus t = detention plus
treatment

From the data given in Table 64, it should be noted
that the respondents gave strong support for the use of the
following aids and methods in a detention home school
program:

Audio-visual equipment	96.6%
Discussion groups	89.8%
Programmed instruction	69.3%
Individualization	97.7%
Resource speakers	77.3%
Educational T.V.	64.8%

It is noteworthy that on two items; namely, contracts and field trips, there was a much stronger support by personnel in institutions which provided residential treatment than by those in facilities providing only secure detention. The former supported the use of contracts by a percentage of 71.8 and field trips by a percentage of 75. Whereas, the latter supported the use of contracts by a percentage of 55.4 and the use of field trips by a percentage of only 44.6 (See Appendix B, Table G). Personnel of detention only facilities were somewhat stronger in their support of the use of educational T.V. (67.9%) than were their counterparts (59.4%) in detention plus treatment facilities (See Appendix F, Table G).

Suggestions which respondents made under "other" included such items as: drama, self-produced video programs, teaching machines, group and individual counseling and work/study programs.

Recipients of the survey were asked to indicate if they thought group and individual counseling, or merely discussion groups, should be included in the educational program of a detention home school. Table 65 sets forth the data to show how the respondents expressed their opinions on this survey item (See Appendix D, p.176).

Table 65

Percent of Response to the Question as to Whether Group and/or Individual Counseling, or Merely Group Discussions, Should Be Included in a Detention Home School Program.

Group	N	GC	IC	Disc. only	N/R
Superintendents					
detention <u>only</u>	13	46.2	46.2	53.9	7.7
detention <u>plus</u> treatment	7	42.9	71.4	28.6	0.0
Teacher Supervisors					
detention <u>only</u>	6	83.3	83.3	16.7	0.0
detention <u>plus</u> treatment	6	83.3	83.3	16.7	0.0
Teachers					
detention <u>only</u>	37	67.6	83.8	18.9	0.0
detention <u>plus</u> treatment	19	63.2	84.2	21.1	5.3
Composite	88	63.6	77.3	25.0	2.3

Note. Respondents could check more than one item on the survey item. Therefore, horizontal percentages will not total 100.

Legend:

N = number in group IC = individual counseling
 GC = group counseling Disc. only = discussion group
 N/R = no response/unuseable only

It is evident from the data in Table 65 that percentages favorable to the use of group and individual counseling were stronger for educational personnel than for superintendents. Also it should be noted that superintendents and teachers in facilities offering treatment were much stronger in their support of individual counseling than they were for group counseling. However, the composite support for both group and individual counseling exceeded 63%.

Recipients of the survey were further asked to express opinions, if individual and group counseling were to be utilized in the school program, as to what the stated objectives should be for these activities. Table 66 presents the data to show the favorable responses for the possibilities offered on the survey instrument. Opportunity was given to state "other" objectives which were not on the list.

Table 66

Percent of Favorable Responses to Various Items Offered as Possible Stated Objectives of Individual and/or Group Counseling If Utilized in a Detention Home School Program.

Group	<u>d only</u> personnel			<u>d plus t</u> personnel			Comp. 88
	S	TS	T	S	TS	T	
N =	13	6	37	7	6	19	
To provide guidance in meeting academic and vocational goals through conventional and alternative programs.	61.5	83.3	78.4	71.4	50.0	59.9	69.3
To provide career education.	69.2	66.7	57.1	42.9	33.3	42.1	51.1 ^a
To improve individual self-concept.	84.6	83.3	83.3	71.4	66.7	84.2	81.8
To improve interpersonal relationships.	61.5	66.7	73.0	42.9	83.3	84.2	71.6
To aid the student in coping with personal problems and conflicts.	90.9	50.0	81.1	42.9	83.3	89.5	77.3
To aid in crisis prevention and intervention within the program.	53.9	50.0	59.5	42.9	66.7	84.2	62.5 ^b

Legend:

N = Number in group
S = Superintendents

TS = Teacher Supervisors
T = Teachers
Comp. = Composite

d only = detention only
d plus t = detention plus treatment.

^aComposite percentages by institutions: d only = 57.1; d plus t = 40.6.

^bComposite percentages by institutions: d only = 57.1; d plus t = 71.8.

The reader will note from Table 66 that the respondents strongly indicated that all of the items should be considered objectives of individual and/or group counseling except "to provide career education" and "to aid in crisis prevention and intervention within the program." On the former item, personnel in detention only facilities were 57.1% in favor of this objective while, on the other hand, personnel from detention plus treatment facilities were only 40.6% in favor of it. On the latter item, personnel in detention plus treatment facilities gave a 71.8% favorable response while those in detention only facilities gave a 57.1% response. Suggestions made by respondents under "other" included: 1) to assist the student in accepting responsibility for his/her own behavior and 2) to help the student in dealing with emotions having to do with placement.

F. Building Design

This aspect of the survey instrument had to do with detention facility design as it relates to education. Recipients were asked to express themselves on 1) what special purpose rooms should be provided and 2) what kind of classrooms should be provided for academics.

Table 67 gives the data for opinions expressed by respondents favoring special purpose rooms such as for Arts/Crafts, Physical Education, Shop, and "other."

Table 67

Percent of Favorable Response on the Question as to Whether a Detention Facility Should Have an Arts/Crafts Room, a Gymnasium, a Shop, and Rooms for Other Specific Education Purposes.

Group	N	A/C	Gym	Shop	"Other"
Superintendents					
detention <u>only</u>	13	100.0	100.0	92.3	23.0
detention <u>plus</u> treatment	7	85.7	85.7	85.7	0.0
Teacher Supervisors					
detention <u>only</u>	6	100.0	100.0	83.3	0.0
detention <u>plus</u> treatment	6	100.0	100.0	100.0	33.3
Teachers					
detention <u>only</u>	37	91.9	94.6	81.1	0.0
detention <u>plus</u> treatment	19	94.7	100.0	89.5	58.0
Composite	88	94.3	96.6	86.4	21.6

Note. Respondents could check more than one item; therefore the horizontal percentages do not total 100.

Legend:

N = number in group

A/C = arts/crafts

It should be observed from Table 67 that the respondents gave strong support for the position that a detention facility should provide an Arts/Crafts room, a gymnasium, and a shop for such things as Metals, Woods, and Electricity. Suggestions made by respondents under "other" included such rooms as: a room for Home Economics, a library,

and/or learning center, a discussion room, a science room, a teacher's office, and a room for business machines. One respondent suggested that the facility should be designed to make a "work for pay experience" possible.

Table 68 displays the data showing what type of academic classroom(s) respondents thought should be provided in a detention facility.

Table 68

Percent of Favorable Response for an Academic Center (Open Classroom) or for Small Classrooms.

Group	N	Acad. Ctr.	Small Class-rooms	Does not matter	N/R
Superintendents					
detention <u>only</u>	13	15.4	23.1	53.9	7.7
detention <u>plus</u> treatment	7	0.0	42.9	57.1	0.0
Teacher Supervisors					
detention <u>only</u>	6	33.3	33.3	33.3	0.0
detention <u>plus</u> treatment	6	0.0	66.7	33.3	0.0
Teachers					
detention <u>only</u>	37	8.1	67.6	24.3 ^a	0.0
detention <u>plus</u> treatment	19	10.5	52.6	31.6	5.3
Composite	88	10.2	53.4	34.1	2.3

Legend:

N = number in group

Acad.Ctr. = academic center

N/R = no response or unuseable

^a A fifth (13.5%) of these respondents said "both."

The reader will note that Table 68 indicates that the favored type of classroom construction was the small classroom rather than an academic center (open classroom). There were 34.1% of the respondents, however, who indicated that it did not matter. This percentage, when added to the 53.4% who favored small classrooms, gave a potential support of 87.5% for the small classrooms, whereas, the same percentage when added to the 10.2% who favored an academic center still gave only 44.3% of potential support for an academic center.

G. Budget Matters

The survey instrument sought opinions under this aspect as to how teacher salaries, teacher's aide salaries, hardware items and software items needed in the school should be budgeted. Opinions were also sought as to whether there should be a budgeted amount for teachers to attend relevant conferences, exhibits, etc. and if so, how this should be budgeted.

Table 69 tabulates the data for respondent opinions on the question as to whether teacher salaries should be channeled through the budget of the detention facility or through that of the local school board.

Table 69

Percent of Response to the Question as to Whether Teacher's Salaries Should Be Channeled Through the Local School Board Budget or Through the Detention Home Budget.

Group	N	LSB	DF	Both	N/R
Superintendents					
detention <u>only</u>	13	84.6	15.4	0.0	0.0
detention <u>plus</u> treatment	7	57.1	28.6	14.3	0.0
Teacher Supervisors					
detention <u>only</u>	6	66.7	33.3	0.0	0.0
detention <u>plus</u> treatment	6	100.0	0.0	0.0	0.0
Teachers					
detention <u>only</u>	6	94.6	2.7	0.0	2.7
detention <u>plus</u> treatment	37	89.5	5.3	0.0	5.3
Composite	88	87.5	9.1	1.1	2.3

Legend:

N = number in group
 LSB = local school board budget
 DF = detention facility budget

N/R = no response or
 unuseable

The data presented in Table 69 indicate that less than 10% of the respondents said that teacher's salaries should be channeled through the budget of the detention facility. There were 87.5% who said that it should be channeled through the budget of the local school board. This response is consistent with the data presented in Tables 40 and 41 which show that respondents said that the local

school board should be formally responsible for detention home education and that teachers should be on the same salary schedule as other teachers in the district.

Table 70 sets forth the data bringing into focus respondent opinions on the question of whether or not teacher's aides in a detention home school program should be hired by and be paid by the local school board or by the detention home.

Table 70

Percent of Response for the Question as to Whether Teacher's Aides Should Be Hired by and be Paid by the Local School Board or by the Detention Home.

Group	N	LSB	DF	Both	Either	N/R
Superintendents						
detention <u>only</u>	13	76.9	15.4	0.0	7.7	0.0
detention <u>plus</u> treatment	7	42.9	42.9	0.0	14.3	0.0
Teacher Supervisors						
detention <u>only</u>	6	66.7	33.3	0.0	0.0	0.0
detention <u>plus</u> treatment	6	83.3	16.7	0.0	0.0	0.0
Teachers						
detention <u>only</u>	37	86.5	0.0	5.4	0.0	8.1
detention <u>plus</u> treatment	19	89.5	5.3	0.0	0.0	5.3
Composite	88	80.7	10.2	2.3	2.3	4.5

Legend:

N = number in group
 LSB = local school board
 DF = detention facility

N/R = no response or
 unuseable

It should be observed from Table 70 that, with the exception of detention plus treatment superintendents, the respondents were strongly supportive of the position that teacher's aides should be hired by and be paid by the local school board. There were 80.7% of the composite group who indicated a "yes" response on this item.

Table 71 gives the data for respondent opinions on the question as to whether or not there should be a designated amount budgeted for durable ("hardware") items such as audio-visual equipment, furniture, etc.

Table 71

Percent of Response for the Question as to Whether or Not There Should Be a Designated Amount Budgeted for Durable ("Hardware") Items Such As Audio-Visual Equipment, Furniture, etc.

Group	N	Yes	No
Superintendents			
detention <u>only</u>	13	100.0	0.0
detention <u>plus</u> treatment	7	100.0	0.0
Teacher Supervisors			
detention <u>only</u>	6	100.0	0.0
detention <u>plus</u> treatment	6	100.0	0.0
Teachers			
detention <u>only</u>	37	100.0	0.0
detention <u>plus</u> treatment	19	94.7	5.3
Composite	88	98.9	1.1

Legend:

N = number in group

Table 71 discloses that respondents almost unanimously gave their opinions that there should be a designated amount budgeted for "hardware" items such as audio-visual equipment, furniture, etc.

Table 72 displays the data revealing the way the 87 respondents who said "yes" (Table 71) expressed their opinions as to whose budget should contain an amount for "Hardware" items.

Table 72

Percent of Response to the Question as to Whether "Hardware" Items Should Be Budgeted by the Local School Board or by the Detention Facility.

Group	N	LSB	DF	Either	Both	N/R
Superintendents						
detention <u>only</u>	13	61.5	15.4	23.1	0.0	0.0
detention <u>plus</u> treatment	7	42.9	42.9	0.0	14.3	0.0
Teacher Supervisors						
detention <u>only</u>	6	50.0	33.3	0.0	16.7	0.0
detention <u>plus</u> treatment	6	83.3	16.7	0.0	0.0	0.0
Teachers						
detention <u>only</u>	37	45.9	24.3	5.4	21.6	2.7
detention <u>plus</u> treatment	18	55.6	27.7	11.1	5.6	1.1
Composite	87	52.9	25.3	5.7	12.6	3.4

Legend:

N = number in group
 LSB = local school board
 DF = detention facility

N/R = no response or
 unuseable

Table 72 indicates that the majority (52.9%) of the respondents believed that "hardware" items should be provided for in the budget of the local school board. There were 12.6% who said that this expense should be shared by both the local school board and the detention facility.

Table 73 sets forth respondent opinions on the question as to whether or not there should be a designated amount budgeted for teaching materials ("software" items).

Table 73

Percent of Response on the Question as to Whether or Not a Designated Amount Should Be Budgeted for Teaching Materials ("Software" Items).

Group	N	Yes	No
Superintendents			
detention <u>only</u>	13	100.0	0.0
detention <u>plus</u> treatment	7	100.0	0.0
Teacher Supervisors			
detention <u>only</u>	6	100.0	0.0
detention <u>plus</u> treatment	6	100.0	0.0
Teachers			
detention <u>only</u>	37	100.0	0.0
detention <u>plus</u> treatment	19	100.0	0.0
Composite	88	100.0	0.0

Legend:

N = number in group

Table 73 makes it evident that all of the respondents said that there should be a specified amount budgeted for teaching materials.

Table 74 presents the data for respondent opinions on the question as to whether the item for teaching materials should appear in the budget of the local school board or that of the detention facility.

Table 74

Percent of Response on the Question as to Whether a Designated Amount for Teaching Materials Should Appear in the Budget of the Local School Board or That of the Detention Facility.

Group	N	LSB	DF	Either	Both	N/R
Superintendents						
detention <u>only</u>	13	69.2	7.7	15.4	7.7	0.0
detention <u>plus</u> treatment	7	57.1	28.6	0.0	14.3	0.0
Teacher Supervisors						
detention <u>only</u>	6	50.0	33.3	0.0	16.7	0.0
detention <u>plus</u> treatment	6	83.3	16.7	0.0	0.0	0.0
Teachers						
detention <u>only</u>	37	86.5	0.0	5.4	8.1	0.0
detention <u>plus</u> treatment	19	73.7	10.5	0.0	5.3	10.5
Composite	88	76.1	9.1	2.3	8.0	4.6

Legend:

N = number in group
 LSB = local school board budget
 DF = detention facility budget

N/R = no response or
 unuseable

Table 74 reveals that there were 76.1% of the respondents who indicated that the budget which should include an amount for teaching materials is that of the local school board. There were 8% who said that both the local school board and the detention facility should budget for this expense.

Table 75 contains the data showing respondent opinions on the question of whether or not there should be a designated amount budgeted for teacher expense to attend relevant conferences, exhibits, etc.

Table 75

Percent of Response for the Question as to Whether or Not There Should Be a Designated Amount for Teacher Expenses at Relevant Conferences, Exhibits, etc.

Group	N	Yes	No
Superintendents			
<u>detention only</u>	13	92.3	7.7
<u>detention plus</u> treatment	7	85.7	14.3
Teacher Supervisors			
<u>detention only</u>	6	100.0	0.0
<u>detention plus</u> treatment	6	100.0	0.0
Teachers			
<u>detention only</u>	37	91.9	8.1
<u>detention plus</u> treatment	19	100.0	0.0
Composite	88	94.3	5.7

Legend:

N = number in group

The data in Table 75 indicate that there was an overwhelming "yes" response to the question as to whether or not there should be an amount budgeted for teacher expense in attending relevant conferences, exhibits, etc.

The data making manifest the way the 83 respondents who said "yes" (Table 75) expressed themselves on the question as to whose budget should contain an amount for teacher expense are presented in Table 76.

Table 76

Percent of Response on the Question of Whether an Amount for Teacher Conference Expense Should Be Budgeted by the Local School Board or by the Detention Facility.

Group	N	LSB	DF	Either	Both	N/R
Superintendents						
detention <u>only</u>	13	66.7	16.7	16.7	0.0	0.0
detention <u>plus</u> treatment	6	50.0	33.3	0.0	16.7	0.0
Teacher Supervisors						
detention <u>only</u>	6	50.0	33.3	0.0	16.7	0.0
detention <u>plus</u> treatment	6	83.3	16.7	0.0	0.0	0.0
Teachers						
detention <u>only</u>	34	73.5	2.9	5.9	14.7	2.9
detention <u>plus</u> treatment	19	63.2	10.5	0.0	15.8	10.5
Composite	83	67.5	12.1	4.8	12.1	3.6

Legend:

N = number in group
 LSB = local school board
 DF = detention facility

N/R = no response or
 unuseable

The reader will note in Table 76 that, of the 83 who gave "yes" responses (Table 75) for a budgeted amount for teacher conferences, exhibits, etc., 67.5% said that the budget of the local school board should provide for this expense. There were 4.8% who said that it could be in either the budget of the local school board or that of the detention facility, while 12.1% indicated that it should be in the budgets of both the local school board and that of the detention home.

CHAPTER V

A MODEL EDUCATION PROGRAM FOR JUVENILE DETENTION HOMES IN THE UNITED STATES

This model has been constructed after soliciting opinion from the superintendents and educational personnel of 45 facilities in five mid-western states. There were 88 respondents from 30 facilities. All items included in this model received a strength of support from these respondents of at least 60% except where specifically noted. On some items, respondents were asked to rank positive responses as "essential," "highly desirable," or "desirable." In this case, "essential" responses are added to "highly desirable" responses and the 60% rule applied to the combined percentages.

A. PURPOSE

Reason for Being

For homes which provide secure detention only, and for homes which provide both secure detention and residential treatment, the "reason for being" for an educational program is the same. The affective and the cognitive domains are of primary importance, while the psychomotor and the legal aspects are of secondary importance. By the "affective"

is meant an emphasis upon values, attitudes, beliefs, etc. By "cognitive" is meant an emphasis upon skills, facts, and basic skill remediation. By "psychomotor" is meant the development of motor skills. By "legal" is meant the fulfilling of the legal requirement that the child be in school.

Stated Objectives

For both types of detention facilities, the stated objectives of a program of education should include such items as:

1. to identify students enrolled in a regular school program and keep them involved in the same subject areas as far as possible.
2. to identify drop-outs and prescribe meaningful educational experiences in keeping with their needs, interests and goals.
3. to identify achievement levels for the purpose of individualizing instruction to meet needs.
4. to analyze and teach basic communication skills.
5. to analyze and teach basic mathematical skills.
6. to outline the basic thinking processes for student application in content areas.¹
7. to provide individual counseling relative to academic and vocational goals, as well as personal needs.

¹For both types of facilities "desirable" responses had to be added to "essential" and "highly desirable" responses to get over 60% support from the survey data.

8. to provide group counseling focusing on self-concept, personal growth and interpersonal relationships ²
9. to clarify value structures, such as: self-worth, individual responsibility, freedom and the rights of others
10. to create a positive attitude toward life ²
11. to create a positive attitude toward academic excellence ²
12. to find and expand areas of student interest ²

The following items were submitted by respondents as "other" and are worthy of consideration for the list of objectives:

1. to assist in assuring proper post-detention educational placement
2. to identify hindrances to learning
3. to provide feedback to local schools
4. to identify students' special educational needs
5. to provide daily structure
6. to provide a variety of activities (academic, art, physical education, industrial arts)
7. to provide vocational trade skills

²For "secure detention only" facilities "desirable responses had to be added to "essential" and "highly desirable" responses to get over 60% support from the survey data.

B. TARGET PERSONS

Normal or Educationally Handicapped?

The students in both types of detention facilities are to be regarded as a combination of normal and educationally handicapped.

Type of Educational Handicap

The primary educational handicap is to be regarded as social maladjustment and/or emotional impairment. In some individual instances, this may be combined with other types of handicaps commonly recognized in special education.

C. PERSONNEL

Teacher Qualifications: Educational

Teachers in detention facilities should either be certified in special education or approved to teach in reimbursable special education programs according to state school code requirements. They may, of course, simultaneously hold regular teaching certificates for grades 6-12.

Teacher Qualifications: Personal Traits or Abilities

To be effective in youth home education, teachers must have:

1. flexibility
2. patience
3. ability to teach subject matter
4. ability to work with others

It is also highly desirable that they have:

1. creativity
2. empathy
3. diagnostic ability

Teacher-Pupil Ratio

The maximum teacher-pupil ratio for maximum effectiveness should be 1 to 10.

Teacher Employment

Teachers should be employed by the local school board within whose jurisdiction the facility is located. They should be placed on the same salary schedules as other teachers with days taught beyond the usual school year compensated accordingly.

Teacher "Moonlighting"

Teachers should be permitted to "moonlight." There should be no limitations other than good professional judgment on the part of the teacher.

Guidance Counselor

At least one person on the educational staff should be certified in guidance, even if his/her official title

is "teacher." This is especially true if the stated objectives under the Purpose Aspect: individual and group counseling are to be legally implemented. Dr. Thomas Hughes (1971, p.25) has declared that giving therapy to youth in detention before adjudication is illegal in the light of the Gault decision of the Supreme Court; that it implies "sickness" or "guilt." However, within a school situation a certified guidance person may function in the same way that a guidance counselor may ethically function in any high school. It has been the author's experience that he has been able to implement the affective domain in the program by having one period a day known as the "Guidance Hour."

Paraprofessionals: Line Staff and Volunteers

Line staff should be enlisted to assist as paraprofessionals as well as to provide security in detention home education.³ Volunteers should also be used to assist in teaching in areas in which they have expertise: teaching remedial skills, vocational subjects, crafts, and helping in group discussions. They might assist in

³This is supported by 58% of the responses of the survey. Respondents from secure detention only facilities supported it with 53.6%. Respondents of secure detention plus residential treatment facilities supported it with 65.6%.

field trips when such are feasible. Volunteers should undergo inservice training to increase effectiveness.

D. PROCEDURES

Time in School

School should be in operation for 52 weeks per year.⁴ School should be in session from 5 to 6 hours per day. Class periods should range from 40 to 50 minutes in length with possibly 45 minutes being the most ideal.

Educational Files

Educational files should be kept separately from other youth home files for a period of time and then eventually essential materials such as grade records be placed in the youth home files.⁵

At best, the educational process is often disrupted and fragmented for many youths in detention. Therefore, the best possible communication with a student's home school should be maintained. A grade report should be

⁴This response was supported by 56.8% of the respondents.

⁵This opinion is offered in consideration of the fact that there was no decisive response yielded by the survey. 48.8% of the response supported independent; 17% supported the same file and 34% supported either as acceptable.

sent to the youth's home school upon release if he/she has been in attendance for at least 10 days.⁶

Attendance Requirement

Attendance should be required of all who fall under state compulsory attendance laws, and voluntary for those over the age limit.⁷ Hughes (1972, p.66) raised the question of illegality being involved in requiring the latter to attend. However, with a behavior program, it is possible to make non-attendance so unattractive that most will choose to attend school. (See Program: Behavior Modification Program)

Homework

After school homework should be provided on an optional basis.

Testing of Students

An achievement test should be administered to all students to assure quick and proper placement. A mental ability test may be administered to some or all students if it is helpful for diagnostic placement within the

⁶This was the best supported option on the survey. 77.3% of respondents said it should be sent. Of these, the largest response was for 10 days of attendance. (19.3%)

⁷This is so stated in spite of the fact that the survey yielded a 56.8% response for compulsory attendance for all and a 42% response for optional for all over legal age limits.

program.⁸ More extensive diagnostic testing may be required for the individual educational programs of longer term students in residential treatment programs.

E. PROGRAM STRUCTURE

Individualization

The program should be partially individualized.

Behavior Modification (token economy) Program

A behavior modification (token economy) program should be utilized. It has been the author's experience that this has been most helpful in providing an ordered structure for the program so that serious school work can be done with a minimum of disciplinary problems. It has provided motivation for the student to attend school and to do assignments. It has forced him/her to accept responsibility for his/her own behavior.

Curriculum

The curriculum of both types of facilities should include:

1. Mathematics
2. Remedial Mathematics
3. Remedial Reading

⁸ The survey yielded a 48.9% response for all students to be tested for mental ability; a 38.6% response for selected students to be tested for mental ability.

4. Arts/Crafts
5. Guidance
6. Physical Education
7. Social Studies
8. GED Preparation

The curriculum of a facility providing both secure detention and residential treatment should also include:

1. Vocational Education
2. Career Education
3. Health
4. Sex Education
5. Job Interview Skills
6. Consumer Education Skills
7. Science

It has been the author's experience that it has been helpful to develop subject area lesson plans according to a format suggested by Dr. Larry McNamara, District 94, West Chicago, Illinois. It is as follows:

- I. Objectives (in behavioral terms)
- II. Motivation
- III. Method of Instruction
- IV. Evaluation
- V. Materials
- VI. Audio-Visuals
- VII. Community Resources

Methods

A school program in either facility should utilize:

1. audio-visual aids & equipment
2. discussion groups
3. programmed instruction
4. individualization
5. contracts
6. resource speakers from the community
7. educational T.V.

Facilities which have residential treatment should also add:

8. field trips

Other items suggested by respondees, include:

1. drama
2. teaching machines
3. work/study programs

Individual and Group Counseling

Individual and group counseling should be included in the program provided that there is a person on the educational staff certified in school guidance (see Personnel: Guidance Counselor).

Stated Objectives of Individual and Group Counseling

Stated objectives should include:

to provide guidance in meeting academic and vocational goals through conventional and/or alternative programs.

to provide career education⁹

to improve individual self-concept.

to improve interpersonal relationships.

to aid the student in coping with personal problems and conflicts.

to aid in crisis prevention and intervention within the program.

Other suggestions offered by respondents, include:

to help the student deal with emotions associated with placement.

to assist the student in assuming responsibility for his behavior.

F. BUILDING DESIGN

Rooms Designed for Educational Needs

There should be:

1. classroom(s) A facility should have either an academic center, small classrooms or a combination of both.¹⁰
2. at least one room equipped for Arts/Crafts
3. a gymnasium
4. a room (or rooms) for motors, metals, electricity, woods, sewing,¹¹ business machines,¹¹ and home economics ¹¹

951.1% of the respondents supported this item.

¹⁰ 53.4% of respondents to the survey supported small classrooms; 28.4% said it doesn't matter.

¹¹ Suggestions made by respondents to the survey.

5. a library/learning center¹²
6. a discussion room¹²
7. a teacher's office¹²

G. BUDGET MATTERS

Teachers's Salaries

Teachers should be paid by the school board.

Paraprofessional Salaries

Paraprofessionals may be employed by the school board or the detention home and salaries paid by the employing agency.

Durable Items

The budget should include a designated amount for durable items such as audio-visual equipment, furniture, etc. It should be paid for by the detention facility.

Teaching Materials

A designated amount should be stated in the educational budget for educational materials and the school board should pay for it.

¹²Suggestions made by respondents to the survey.

Professional Meetings for Teachers

A designated amount should be provided for teacher expenses for conferences, exhibits, etc. by the school board employing the teacher.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

In the fall of 1977, the decision was made to undertake the construction of a model for detention home education. The opinions of a number of educators in this very specialized field were gathered by means of a checksheet (see Appendix B) as to what questions a model should answer. A questionnaire was developed and pretested (see Appendices C, D) and sent out to the superintendents, teacher supervisors, and teachers of detention homes in Illinois, Indiana, Iowa, Michigan and Wisconsin in January of 1978. From the data received, a model was constructed and evaluated by 12 selected superintendents, teacher supervisors, and teachers (see Appendix E). It is hoped that the model has made a contribution to the upgrading of the quality of education for those in secure custody.

Conclusions

The author concluded that the preliminary survey made in the development of the questionnaire verified the need for a model. He further concluded that the data obtained from the survey validated the potential model which he had built into the survey questionnaire.

The thrust of this study was in the direction of validating the various aspects of the model by looking for a certain level of support rather than to analyze variance between different personnel or between the two types of juvenile detention homes. Nevertheless, the data were gathered and presented in a way that general comparisons could be made. The author hypothesized that the data would not show any great differences between the educational needs for detention only facilities and those of detention plus treatment facilities. He also hypothesized that the data would not demonstrate any great differences between the way superintendents, teacher supervisors, and teachers responded to the questions of the survey instrument. The data seem to support the conclusion that these null hypotheses were correct ones.

It is the conclusion of the researcher that one model can effectively serve both types of institutions. The exceptions so stated in the model (see pp. 144-146), were that a few subjects would be included in the curriculum and field trips might be a possible activity for an institution offering residential treatment that would not be appropriate for a facility providing secure detention only. Possibly more extensive diagnostic testing might also be needed in these institutions for individual evaluation profiles. In some instances there was a greater strength of support for an item by one group of personnel

than by other groups of personnel in the same institution. Likewise, there was sometimes a greater strength of support for an item by the composite group of personnel of the other type of institution. This provided interest but it did not, in the opinion of the researcher, affect the validation of the model.

Recommendations

Possible areas for further research include: 1) The sampling of the opinions of superintendents, teacher supervisors, and teachers in other areas of the country for comparison with the data yielded by this study. 2) An analysis of variance between responses of personnel of facilities offering secure detention only and those of the personnel of facilities offering both secure detention and residential treatment. This could provide data for testing the author's conclusion that the educational needs of both types of facilities are essentially the same. 3) An analysis of variance between the responses of superintendents, teacher supervisors, and teachers. This could possibly result in better understanding among the personnel of juvenile detention home facilities. 4) A national survey of youth home educators to develop a materials and methods manual in order to make possible a sharing of information among the people in this very specialized area of education. For too long, youth home educators have had to seek this information randomly on their own.

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APPENDICES

APPENDIX A

Quotations from the Literature:

Norman: Detention Practice, pp.80-81

Illinois Department of Corrections:
County Juvenile Detention Standards,
Chapter XXIII - Education

Fifteen Educational Goals stated in Norman's Detention Practice (1960), pp.80-81:

1. The detention school should provide structure to the child's day through guided educational activity.
2. It should offer a positive learning experience in contrast to previous years of bad learning. To do this requires (a) the use of quick diagnostic techniques, (b) an individualized approach in small groups, (c) an activity approach through visual aids and short-term projects, (d) discussions with the individual and the class, and (e) specific assignments.
3. It should be geared to replace the pattern of failure with a sense of achievement by means of remedial work in reading, arithmetic, and other skills, and through creative practice in arts, shop, and music.
4. It should interpret problems and needs to the court and to the child's own school in the community through individual reports on each youngster.
5. The objectives of each activity in the school program should be clearly defined in terms of its value for detained children, and the activity itself should be evaluated periodically.
6. The school should be administered by the city or county public school system, whichever is better able to provide the special type of school required.
7. Detention facilities should operate their own schools with specially qualified teachers until the public schools can provide teachers qualified by training in special education, experience with unusually difficult or disturbed children, and techniques of working with children of different grade levels in the same class.

8. The school should be operated on a twelve-month basis. A no less intensive, individualized program, adapted to the child's social and academic needs, should be conducted during periods when the public schools are not in session. The school budget should not be reduced during the summer months.
9. Class population should average ten to twelve; the maximum should not exceed fifteen. Remedial classes should not have more than five students.
10. Classrooms, for a maximum of fifteen, should be larger than they would be if designed for this number in the public schools.
11. Teachers should be included in the detention home's staff meetings and staff development program where possible, and should work closely with the superintendent.
12. The curriculum should be adapted to the age, capacity, and interests of the individual and the group.
13. A separate program for school-exempt children should be provided.
14. The home school should be notified immediately of the child's detention and should be asked for a summary of his academic achievement.
15. The detention home school should report to the child's own school, and to the court, evidence of his progress, achievements, and special problems in the detention period.

County Juvenile Detention Standards, Chapter XXIII -
Education, published by the State of Illinois Department
of Corrections, Bureau of Detention Standards and Services
(1977):

An educational program must be established, partly as a requirement of state law for persons under 16 years of age, but, most importantly, as a continuance of the learning process to improve the youth's chances for reentry into society as a contributing member. It is essential that detention care include a school program based on a sound philosophy of education. During the course of instruction, a teacher must associate himself with the youth's apprehensiveness and uneasiness.

The detention facility school teacher should find himself teaching interpersonal relationships and youth self-appreciation ahead of subject matter. The primary need of a student who has experienced persistent failure is a need to feel he is important as a person and is accepted by his peers.

MINIMUM STANDARDS:

23-1 EDUCATION: A regular schedule of academic instruction and related educational services appropriate to the needs of each individual shall be provided for detained youth.

A. A detention facility shall operate a school program, with qualified teachers provided by the public school system.

B. The schedule of instruction and activities shall be operated 12 months a year.

23-2 OBJECTIVES: The objectives of each school program shall be clearly defined in writing, reflecting the value of each activity.

23-3 CURRICULUM: The curriculum must supply instruction in the basic subject.

- A. A youth's own school shall be immediately notified of his detention status. (Detention school attendance is credited on the youth's parent school attendance records.)
- B. A summary report describing a youth's school strengths, weaknesses, accomplishments, and adjustment shall be forwarded to the probation officer for inclusion as a part of the social study.
- C. A collection of or access to library of materials in regard to career requirements and opportunities shall be available.

23-4 CLASS SIZE: Class size shall not exceed 15.

- A. Classes shall be co-educational.
- B. Remedial classes shall be limited to a maximum of five students.

23-5 CLASSROOM SIZE: Classrooms shall provide no less than 150 square feet for the teacher and 20 square feet for student per room.

- A. Toilet and washbasin facilities must be located in or near the classroom.
- B. Each classroom shall be equipped with adequate shelf and storage space.
- C. Equipment and supplies shall be of similar quality and quantity as provided in public school facilities.

23-6 ARTS AND CRAFTS ROOM: Arts and crafts activities, requiring special equipment, i.e., pottery, woodshop, shall have a special room provided.

- A. Special equipment shall have safety devices available and safety operational signs posted.
- B. Each youth shall be given a safety orientation lecture before using the equipment.
- C. Secure storage areas shall be provided for tools, supplies, and unfinished projects.
- D. Tools shall be inventoried at the end of each class session.

23-7 TEACHING QUALIFICATIONS: Teacher personnel shall be qualified by training and certified by the State of Illinois Department of Registration and Education.

23-8 SCHOOL EXEMPT YOUTH: Separate activities for school exempt youth shall be established.

RECOMMENDATIONS:

- 1. Teacher personnel should be qualified by training in special education and experience in dealing with difficult and disturbed youth.
- 2. Volunteers should be encouraged to assist youth in need of remedial assistance.

APPENDIX B

Survey Form Used to Develop the Questionnaire

Currently, I am doing a study for the purpose of constructing a MODEL EDUCATION PROGRAM FOR JUVENILE DETENTION HOMES. I have tried to think of questions which those concerned with education in these facilities would want answered in such a model, whether they be setting up a program for the first time, or whether they are interested in improving the quality of an existing program. Would you be willing to help me by checking the items below which you feel should indeed be answered in such a model?

- ___ 1. What is the purpose of education within the juvenile detention home?
- ___ 2. What should be the stated objectives of the program?
- ___ 3. Shall attendance be required of all residents? of only those over 16 years?
- ___ 4. Shall attendance, if not required of all, be strongly encouraged?
- ___ 5. Should students in detention be regarded as educationally handicapped (special education students)?
- ___ 6. If the answer to #5 is "yes", what should be considered the disability?
- ___ 7. Who should employ educational personnel in a juvenile detention facility? (The local school board, or the administration of the facility?)
- ___ 8. What are the minimum qualifications for educational personnel?
- ___ 9. What are minimum performance standards for educational personnel?
- ___ 10. To what extent should paraprofessionals be used?
- ___ 11. What should be the student-teacher ratio?
- ___ 12. What should be the length of school periods? of the school day?
- ___ 13. How many days should school be in session per year?
- ___ 14. What are the essential enrollment procedures?
- ___ 15. Will discipline be handled by a behavior program or in some other way?
- ___ 16. What communication is essential with school systems? with probation people? within the facility?

- ___ 17. How shall academic records be kept?
- ___ 18. How long should a student be in school for his work to be grade reported to his home school?
- ___ 19. What courses should be taught?
- ___ 20. How should courses be taught?
- ___ 21. Should an educational program in detention include individual and/or group counseling?
- ___ 22. If the answer to #21 is "yes", what should be the stated objectives of counseling?
- ___ 23. What features should be built into the facility to make effective education therein possible?
- ___ 24. How should education be funded? (through the school board or the detention home budget?)
- ___ 25. What should the educational budget include?
- ___ 26. What published materials can be recommended as effective in detention home education?
- ___ 27. What methods can be recommended as effective in detention home education?
- ___ 28. Other: _____
- ___ 29. Other: _____
- ___ 30. Other: _____

Your Name: _____

Facility: _____

Address of Facility: _____

Return to:

Paul C. Duran
DuPage County Youth Home
420 North County Farm Road
Wheaton, Illinois 60187

APPENDIX C

Questionnaire Pretest Evaluation Sheets

QUESTIONNAIRE PRETEST EVALUATION SHEET

Please check (✓) the appropriate response to the following questions.

1. Is the questionnaire designed to yield the kind of information that is needed for the construction of an educational model for juvenile detention homes?

☒ Yes
☐ No

2. Do you predict that the instrument will reliably gather information relevant to the questions which some juvenile detention home personnel have indicated should be answered in an educational model? (See next page)

☒ Yes
☐ No

3. Are the directions given to the respondents clearly stated and easily understood?

☒ Yes
☐ No

4. Are the questions clearly stated and easily understood?

☒ Yes
☐ No

— see p. 6, #7. "School attendance in place of attendance"

5. Is the format of the questionnaire good?

☒ Yes
☐ No

Paul:
Very well done.

[Signature]

[Signature] 11-14-77
Member of Pretest Committee

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QUESTIONNAIRE PRETEST EVALUATION SHEET

Please check (✓) the appropriate response to the following questions.

1. Is the questionnaire designed to yield the kind of information that is needed for the construction of an educational model for juvenile detention homes?

☒ Yes
☐ No

If you screen out the treatment facilities.

2. Do you predict that the instrument will reliably gather information relevant to the questions which some juvenile detention home personnel have indicated should be answered in an educational model? (See next page)

☒ Yes
☐ No

3. Are the directions given to the respondents clearly stated and easily understood?

☐ Yes
☐ No

Most of them!

4. Are the questions clearly stated and easily understood?

☐ Yes
☐ No

Most of them.

5. Is the format of the questionnaire good?

☒ Yes
☐ No

Thomas R. Hughes

Member of Pretest Committee

APPENDIX D

The Questionnaire

DuPage County Youth Home
420 North County Farm Rd.
Wheaton, Illinois 60187

January 20, 1978

Dear

For nearly six years I have been involved in juvenile detention home education. During this time there has been a frustrating awareness that a dearth of guideline information exists for educators in this field to use, whether the need is to initiate a program, as was the case here in 1972, or to upgrade the quality of an existing program. As a result, I have undertaken a study for the purpose of constructing a model for detention home education in the United States. To make this study meaningful, I will need to enlist the help of persons like yourself, who are involved in detention home work.

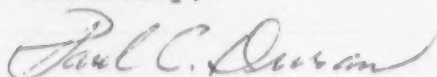
I am writing to ask if you would be willing to do the following:

1. Complete a questionnaire yourself.
2. Distribute questionnaires to educators involved in your facility's school program, asking them to complete them and to return them to you at their earliest convenience.
3. Return completed questionnaires in the enclosed stamped self-addressed mailing envelope.
4. Send me a copy of your educational program if one is available.

Upon the basis of information obtained, a tentative model will be constructed and sent to all responding facilities for critical evaluation. A final revision will then be made and a copy sent to each cooperating facility.

Thank you in advance for your cooperation. May I hear from you soon? Should you need to phone me, the number to call is (312) 682-7356.

Sincerely,



Paul C. Duran

QUESTIONNAIRE

A Survey of Opinion as
to what Juvenile Detention Home
Education should be like

Paul C. Duran
DuPage County Youth Home
420 N. County Farm Road
Wheaton, Illinois 60187

In order to gather informational data
to utilize as a base for the construct-
ion of an educational model for juvenile
detention homes in the United States.

In 1972, Dr. Thomas Hughes of Southern Illinois University surveyed juvenile detention homes in the United States to gather information as to what education in those facilities is like. Dr. Hughes' questionnaire explored seven aspects of juvenile detention home education. This questionnaire is organized around the same seven aspects but directed toward what education in a juvenile detention home ought to be like.

Will you please take a few minutes, as soon as possible, from your busy schedule to fill in the section of the next page that applies for you and then proceed on the following pages to respond as indicated in each section? Your input is needed and will be much appreciated.

This questionnaire is being sent to Superintendents and all educational personnel of juvenile detention homes in the states of Illinois, Indiana, Iowa, Michigan and Wisconsin. Please complete the section below that applies to your position at your facility.

Section 1 - Superintendent of a juvenile detention home.

Your name: _____

Name and address of detention home: _____

Nature of facility:

_____purely detention _____detention & treatment

Average daily attendance in school: _____

Average length of stay of residents: _____

Section 2 - Teacher in juvenile detention home.

Your name: _____

Name and address of your facility: _____

Title of immediate supervisor: _____

Are you employed by

_____the detention home? _____the local school board?

Are you certified in Special Education?

_____yes _____no Area of specialization _____

If the answer to the previous question is no, are you approved by your State Office of Education to teach in reimbursable special education programs?

_____yes _____no

What is your highest degree?

_____A.B.

_____M.S. in Ed.

_____Other: _____

Section 3 - Department Chairman, or other person in a school district, to whom teachers are immediately responsible as employees of the district.

Your name: _____

Title: _____

Name and address of facility: _____

I. Purpose

(In this section please rank responses: "1" - essential; "2"-highly desirable; "3"-desirable; "4"-unimportant or does not apply).

1. The purpose of education in a juvenile detention home which provides only temporary secure detention should be

☐ Affective (values, attitudes, beliefs, etc.)
☐ Cognitive (skills, facts, basic skill remediation)
☐ Psychomotor (development of motor skills)
☐ Legal (fulfilling legal requirement that child be in school)

2. The purpose of education in a juvenile detention home which provides both temporary secure detention and residential treatment should be

☐ Affective
☐ Cognitive
☐ Psychomotor
☐ Legal

3. In a facility providing pure detention only, the stated objectives of the program should include such items as:

☐ to identify students enrolled in a regular school program and keep them involved in the same subject areas as far as possible.
☐ to identify drop-outs and prescribe meaningful educational experiences in keeping with their needs, interests and goals.
☐ to identify achievement levels for the purpose of individualizing instruction to meet needs.
☐ to analyze and teach basic communication skills.
☐ to analyze and teach basic mathematical skills.
☐ to outline the basic thinking processes for student application in content areas.
☐ to provide individual counseling relative to academic and vocational goals, as well as, personal needs.
☐ to provide group counseling focusing on self-concept, personal growth and interpersonal relationships (if State laws permit).
☐ to clarify value structures, such as: self-worth, individual responsibility, freedom and the rights of others.

___to create a positive attitude toward life and the pursuit of academic excellence.

___to find and expand areas of student interest.

___other: _____

___other: _____

4. In a facility providing both detention and residential treatment, the stated objectives of the program should include such items as:

___to identify students enrolled in a regular school program and keep them involved in the same subject areas as far as possible.

___to identify drop-outs and prescribe meaningful educational experiences in keeping with their needs, interests and goals.

___to identify achievement levels for the purpose of individualizing instruction to meet needs.

___to analyze and teach basic communication skills.

___to analyze and teach basic mathematical skills.

___to outline the basic thinking processes for student application in content areas.

___to provide individual counseling relative to academic and vocational goals, as well as, personal needs.

___to provide group counseling focusing on self-concept, personal growth and interpersonal relationships (if State laws permit).

___to clarify value structures, such as: self-worth, individual responsibility, freedom and the rights of others.

___to create a positive attitude toward life and the pursuit of academic excellence.

___to find and expand areas of student interest.

___other: _____

___other: _____

II. Target Persons

(In this section please check (✓) the responses that you believe apply).

1. The students to be taught should be regarded as
 - ☐ normal
 - ☐ educationally handicapped (EH)
 - ☐ combination of normal and EH
2. If the response to question #1 was EH, the area of handicap should be regarded as that of
 - ☐ Educable Mentally Handicapped
 - ☐ Learning Disability
 - ☐ Socially Maladjusted and/or emotionally disturbed
 - ☐ Other _____

III. Personnel

(In this section please check (✓) the responses that you believe apply except question #3).

1. Teachers should be
 - ☐ certified to teach grades 6-12
 - ☐ approved to teach in reimbursable special education program (i.e. have completed basic core courses of Special Education)
 - ☐ certified in special education
2. The maximum teacher pupil ratio should be one to

☐ 5	☐ 13	☐ 17
☐ 10	☐ 14	☐ 18
☐ 11	☐ 15	☐ 19
☐ 12	☐ 16	☐ 20
3. The five most important traits or abilities that a teacher should have to be effective in a detention home setting are:
 (Please rank order your five responses: "1"-most important, "2" next most important, etc.)

☐ flexibility	☐ coordination
☐ ability to work with others	☐ creativity
☐ patience	☐ imagination
☐ management ability	☐ empathy
☐ diagnosis ability	☐ compassion
☐ ability to be a strong authority figure	☐ other: _____
☐ ability to teach subject matter	☐ other: _____
☐ strong personality	

4. Teachers should be employed by
☐ the detention facility
☐ the local school board
5. If the response to #5 was "school board," educators should be placed on the same salary schedule as all other teachers of the school district.
☐ yes
☐ no
6. Should teaching personnel be permitted to "moonlight"?
☐ yes
☐ no
7. If the answer to #7 is "yes," should the amount of moonlighting be limited?
☐ yes
☐ no
8. Line staff should be utilized as
☐ teacher's aides as well as security
☐ security only
9. Volunteers should
☐ be used to assist in teaching:
☐ remedial skills
☐ vocationally oriented subjects
☐ other: _____
☐ not be used
10. Should volunteers undergo an inservice training program?
☐ yes
☐ no
11. Should at least one person on the educational staff be certified in guidance?
☐ yes
☐ no

IV. Procedures

(In this section please check (✓) the responses that you believe apply).

1. School should be conducted
 - ☐ 52 weeks a year
 - ☐ 36 weeks a year
 - ☐ other: _____
2. School should be in session per day for at least
 - ☐ 4 hours
 - ☐ 5 hours
 - ☐ 6 hours
 - ☐ other: _____
3. Class periods should be in length

☐ 35 minutes	☐ 50 minutes
☐ 40 minutes	☐ 55 minutes
☐ 45 minutes	☐ 60 minutes
4. Educational files should be kept
 - ☐ independent of youth home files
 - ☐ in the same file as youth home files
 - ☐ either acceptable
5. Should a close relationship be maintained with the student's home school?
 - ☐ yes
 - ☐ no
6. Attendance should be required of
 - ☐ all residents regardless of age
 - ☐ all under the age set by State laws for compulsory school attendance and optional for all over that age.
7. After school home work should be
 - ☐ required of all in school
 - ☐ optional for all in school
 - ☐ not required, nor provided
8. An achievement test should be administered to
 - ☐ all entering students
 - ☐ selected students
 - ☐ no students

9. A mental ability test should be administered to
☐ all students
☐ selected students
☐ no students
10. A grade report should be sent to the home school
 after a child is released
☐ regardless of his time in school
☐ if present in school at least
 ☐ 5 days
 ☐ 10 days
 ☐ 15 days
 ☐ 20 days
☐ only when requested

V. Programs

(In this section please check (✓) the responses that
 you believe apply).

1. The educational program should be
☐ completely individualized
☐ partially individualized
☐ other: _____
2. Should a behavior modification (token economy) program
 be utilized?
☐ yes
☐ no
3. In a juvenile detention home providing secure de-
 tention only the curriculum should include:

- | | |
|--|--|
| ☐ English (Grammar) | ☐ Physical Education |
| ☐ English (Literature) | ☐ Health |
| ☐ Speech | ☐ Sex Education |
| ☐ Math | ☐ Job Interviewing Skills |
| ☐ Remedial Math | ☐ Consumer Education Skills |
| ☐ Remedial Reading | ☐ Social Studies |
| ☐ Vocational Education | ☐ Science |
| ☐ Career Education | ☐ Psychology |
| ☐ Arts/Crafts | ☐ G.E.D. Preparation |
| ☐ Typing | ☐ Other: _____ |
| ☐ Business & Accounting | ☐ Other: _____ |
| ☐ Guidance | |
| (Interpersonal Relationships,
adolescent experience, ad-
olescent conflicts, etc.) | |

4. In a juvenile detention home providing both secure detention and residential treatment the curriculum should include:

☐ English (Grammar)	☐ Physical Education
☐ English (Literature)	☐ Health
☐ Speech	☐ Sex Education
☐ Math	☐ Job Interviewing Skills
☐ Remedial Math	☐ Consumer Education Skills
☐ Remedial Reading	☐ Social Studies
☐ Vocational Education	☐ Science
☐ Career Education	☐ Psychology
☐ Arts/Crafts	☐ G.E.D. Preparation
☐ Typing	☐ Other: _____
☐ Business & Accounting	☐ Other: _____
☐ Guidance	
(Interpersonal Relationships, adolescent experience, adolescent conflicts, etc.)	

5. The educational program should utilize

☐ audio-visual aids and equipment
☐ discussion groups
☐ programmed instruction
☐ individualization
☐ contracts
☐ resource speakers from the community

☐ field trips
☐ educational T.V.
☐ other: _____
☐ other: _____

6. An educational program should include
- ☐ group counseling (when and if legal)
☐ individual counseling (when and if legal)
☐ discussion groups only

7. If individual and group counseling is utilized, the stated objectives should include:

☐ to provide guidance in meeting academic and vocational goals through conventional and/or alternative programs.
☐ to provide career education
☐ to improve individual self-concept
☐ to improve interpersonal relationships
☐ to aid the student in coping with personal problems and conflicts
☐ to aid in crisis prevention and intervention within the program
☐ other: _____

VI. Plant

(In this section please check (✓) responses which you believe apply).

1. The facility should have

- ☐ at least one room equipped for arts/crafts
☐ a gymnasium
☐ a room for shop experience (motors, metals, woods, electricity)
☐ other: _____

2. The facility should have

- ☐ an Academic Center (open classroom)
☐ small classrooms
☐ does not matter (either acceptable)

VII. Budget

(In this section please check (✓) responses that you believe apply).

1. Teacher's salaries should be channeled through ,

- ☐ the school board
☐ the detention home budget

2. Teacher aides should be employed by and be paid by

- ☐ the school board
☐ the detention home

3. Should the educational budget include a designated amount for durable items, such as: audio-visual equipment, furniture, etc?

- ☐ yes
☐ no

4. If the answer to question #3 was "yes" this funding should be channeled through

- ☐ school board
☐ the detention home budget

5. Should the educational budget include a designated amount for the acquisition of teaching materials?

☐ yes
☐ no

6. If the answer was "yes" to the last question, this fund should be channeled through

☐ the school board
☐ the detention home budget

7. Should the educational budget provide a designated amount for teacher expense for the attending of relevant conferences, exhibits, etc?

☐ yes
☐ no

8. If the answer was "yes" to the last question, this fund should be channeled through

☐ the school
☐ the detention home budget

APPENDIX E

Model Evaluation Form

DuPage County Youth Home
420 N. County Farm Road
Wheaton, IL 60187
October 2, 1978

A tentative model educational program for detention facilities has been constructed after an analysis of the data obtained by questionnaire earlier this year. I am asking a select few individuals to read and to evaluate this tentative model before it is put in final form. I would appreciate your ranking the appropriateness of various aspects by circling one of the responses.

Thank you so much for your help. May I hear from you soon.

Sincerely,

Paul C. Duran

PCD:dr
Enclosure

MODEL EVALUATION SHEET

Please circle the response in each aspect that in your opinion best describes the appropriateness of the material to an educational program for detention homes.

- 1 = "essential"
- 2 = "highly desirable"
- 3 = "desirable"
- 4 = "unimportant"
- 5 = "completely irrelevant"

I. PURPOSE

1 2 3 4 5

Comments:

II. TARGET PERSONS

1 2 3 4 5

Comments:

III. PERSONNEL

1 2 3 4 5

Comments:

IV. PROCEDURES

1 2 3 4 5

Comments:

V. PROGRAM

1 2 3 4 5

Comments:

VI. PLANT

1	2	3	4	5
---	---	---	---	---

Comments:

VII. BUDGET

1	2	3	4	5
---	---	---	---	---

Comments:

APPENDIX F

Tables A through G

Table A

Number and Percent of Composite Favorable Responses
for the Domains as Ingredients of Educational Purpose
for Secure Detention only Facilities by Personnel
Who Work in Them.

(N = 56)

Domain	Desirability		
	1	1+2	1+2+3
Affective	26(46.4)	49(87.5)	55(98.2)
Cognitive	31(55.4)	50(89.3)	54(96.4)
Psychomotor	5(8.9)	19(33.9)	45(80.4)
Legal	23(41.1)	28(50.0)	40(71.4)

Legend:

- 1 = essential responses
- 2 = highly desirable responses
- 3 = desirable responses

Table B

Number and Percent of Composite Favorable Responses
For the Domains as Ingredients of Educational Purpose
for Secure Detention plus Residential Treatment Facil-
ities by Personnel Who Work in Them.
(N = 32)

Domain	Desirability		
	1	1+2	1+2+3
Affective	24(75.0)	28(87.5)	32(100.0)
Cognitive	22(68.8)	30(93.8)	32(100.0)
Psychomotor	7(21.9)	15(46.9)	29(90.6)
Legal	8(25.0)	16(50.0)	21(65.6)

Legend:

- 1 = essential responses
- 2 = highly desirable responses
- 3 = desirable responses

Table C

Number and Percent of Responses by People Working in the Two Types of Facilities on the Question of How Line Staff Should Be Utilized in a Detention Home School.

How Line Staff Should Be Used	d <u>only</u> Personnel (N=56)	d <u>plus</u> t Personnel (N=32)
Teacher Aides <u>plus</u> Security	30(53.6)	21(65.6)
Security <u>only</u>	20(35.7)	8(25.0)
Not be used	1(1.8)	1(3.1)
No response/ Unuseable	5(8.9)	2(6.3)

Legend:

d only = detention only

d plus t = detention plus treatment

Table D

Number and Percent of Opinions Expressed by People Working in the Two Types of Facilities on the Ideal Length of the Detention Home School Day.

Length of School Day in Hours	d <u>only</u> Personnel (N=56)	d <u>plus</u> t Personnel (N=32)
4	5(8.9)	6(18.8)
5	30(53.6)	13(40.6)
6	19(33.9)	11(34.4)
"Other"	2(3.6)	2(6.3)

Legend:

d only = detention only

d plus t = detention plus treatment

Table E

Number and Percent of Opinions Expressed by People Working in the Two Types of Facilities on the Question as to How Files Should Be Kept in a Detention Home School.

How Kept	<u>d only</u> Personnel (N = 56)	<u>d plus t</u> Personnel (N = 32)
Independent of Youth Home files	30(53.6)	13(40.6)
With Youth Home files	5(8.9)	10(31.3)
Either acceptable	21(37.5)	9(28.1)

Legend:

d only = detention only
d plus t = detention plus treatment

Table F

Number and Percent of Opinions Expressed by People Working in the Two Types of Facilities on the Question as to Whether Attendance Should be Required of All Children, or Merely of Those Under the Age Set by State Compulsory Attendance Laws.

Options	<u>d only</u> Personnel (N = 56)	<u>d plus t</u> Personnel (N = 32)
Required of all	26(46.4)	24(75.0)
Required of only those subject to State Compulsory Attendance Laws	30(53.6)	7(21.9)
No response/ unuseable	0(0.0)	1(3.1)

Legend:

d only = detention only
d plus t = detention plus treatment

Table G

Number and Percent of Favorable Opinions Expressed
by People Working in the Two Types of Institutions
as to What Methods or Aids Should Be Used in a
Detention Home School Program.

Method or Aid	d <u>only</u> personnel (N = 56)	d <u>plus</u> t personnel (N = 32)
Audio-Visual Equipment	53(94.6)	32(100.0)
Discussion Groups	52(92.9)	27(84.4)
Programmed Instruction	37(66.1)	24(75.0)
Individualization	54(96.4)	32(100.0)
Contracts	31(55.4)	23(71.8)
Resource Speakers	43(76.8)	25(78.1)
Field Trips	25(44.6)	24(75.0)
Educational T.V.	3(67.9)	19(59.4)

Legend:

d only = detention only

d plus t = detention plus treatment

APPENDIX G

Correspondence

September 19, 1977

Mr. Paul C. Duran
DuPage County Youth Home
420 North County Farm Road
Wheaton, Illinois 60187

Dear Mr. Duran:

I would be pleased to be a part of a committee to pre-test your questionnaire. As you may know I have had a continuing interest in the problems of juvenile detention that spans nearly a decade. In that context anything that I can do to further the research in this relatively unattended area, I will be more than happy to participate.

I am currently embarking on a nation-wide survey, and it is conceivable that you could be of assistance to me in the future. I will be looking forward to hearing from you.

Sincerely,



Thomas R. Hughes
Associate Professor



193
COMMUNITY HIGH SCHOOL DISTRICT 94
326 JOLIET STREET
WEST CHICAGO, ILLINOIS 60185

DR. JERALD J. SAIMON Superintendent
DR. RICHARD M. KAMM Principal
RICHARD L. HOWARD Director of Business

Telephone 312 231-0880

September 23, 1977

Mr. Paul Duran
DuPage County Youth Home
Wheaton, IL

Dear Mr. Duran:

I would be interested in reviewing the ^{questionnaire} ~~pretest~~ which you have developed for detention centers. I believe that it will be of value to our work.

Sincerely,

Lawrence P. McNamara
Ed. Supervisor D.C.Y.H.
Voc. Ed. Coord.
Basic Skills Dept. Head

194
BOARD OF EDUCATION
City of Chicago
COOK COUNTY
JUVENILE TEMPORARY DETENTION CENTER SCHOOL
1100 SOUTH HAMILTON AVENUE
Chicago, Illinois 60612
Telephone 633-2394

ROBERT J. BRAASCH
Principal

DANIEL P. RIORDAN
Assistant Principal

Counselors:

Boys — David Ray, Jr.
Telephone 633-5834

Girls — Lawrence A. McDermott
Telephone 633-5833

BRANCH SCHOOLS

Bartelme Home for Girls
Chicago Program Center
Marshall Field IV Children's
Therapeutic Day School
Nicholas J. Pritzker Hospital
and Center
Ridgeway Hospital

December 2, 1977

Mr. Paul C. Duran
DuPage County Home
420 North County Farm Road
Wheaton, Illinois 60187

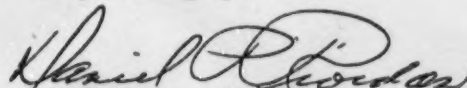
Dear Paul:

I passed your sample questions to our teachers and tabulated the results. Nineteen of our teachers participated. Also included are additional questions submitted by the teachers.

For what it is worth, I am including the forty questions I used in compiling data for my thesis.

If you would like to spend a day visiting with our staff, please feel free to do so.

Very truly yours,


Daniel P. Riordan
Assistant Principal

DPR/km

November 29, 1977

Mr. Paul C. Duran
DuPage County Youth Home
420 North County Farm Road
Wheaton, Illinois 60187

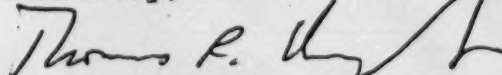
Dear Paul:

I took the liberty of going directly to the questionnaire and commenting upon it. Somewhere, page two perhaps, you need to find out if the facility from which your response comes is a detention facility or a combination of detention and treatment services. Without that information, the ideal educational situation will be clouded by that extraneous factor.

Also several of the items are "loaded" in the sense that you seem to be reaching for "treatment/guidance/humanistic" answers. I admire your convictions, but it is hardly unbiased research, e.g. page four, question four.

Wherever possible the sentences should be questions. See page five. Overall, I found the questionnaire to be thoughtful and certainly needed research. If I can be of further help, feel free to contact me.

Sincerely,



Thomas R. Hughes, Ph. D.
Associate Professor

TRH/pw